

Policy Reporting 2012

Progress towards the short term deliverables
of the Bruges Communiqué

Austrian national report

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European Centre for the Development
of Vocational Training

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This report is one of a set of European country reports on VET policy developments prepared within Cedefop's ReferNet network. ReferNet is a European network of national networks providing information and analysis on national VET to Cedefop and disseminating information on European VET and Cedefop work to stakeholders in the EU Members States, Norway and Iceland. The report has been produced by ReferNet Austria on the basis of a common template created by Cedefop. It is intended as a contribution to Cedefop's fourth policy report which reviews progress in VET towards the policy goals of the Copenhagen process. The opinions expressed in this national report are not necessarily those of Cedefop.

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ReferNet Austria (www.refernet.at) is a project of the Austrian Working Group on VET Research (www.abf-austria.at). The institutes cooperating under this umbrella (ibw, 3s, IHS and öibf) act as national reference points for the European Centre for the Development of Vocational Training (Cedefop). ReferNet Austria is co-financed by the European Commission and the Austrian Federal Ministry of Education, Arts and Culture.

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Introduction

This report informs about the progress made since 2010 as part of policy measures and projects conducted in Austria, which were triggered by the **Copenhagen process** (2002 – 2010) and renewed in the **Bruges communiqué** (2010). The report forms part of a series of **country reports on VET policy** in the EU member states, Norway and Iceland which have been drawn up within the framework of ReferNet, the reference and information network of Cedefop. The contents of these country reports will be included in Cedefop's Synthesis Report, which will be presented on the occasion of the meeting of EU education ministers in November 2012.

The report is divided into the following **six themes**, which cover most of the 22 measures to be achieved by 2014 according to the Bruges communiqué.

Part 1: Promoting VET and related opportunities

Part 2: Supporting participation in VET

Part 3: Partnerships and cooperation

Part 4: Work based learning and entrepreneurship

Part 5: Monitoring VET outcomes

Part 6: General questions

The report has been drawn up under the auspices of the Institute for Research on Qualifications and Training of the Austrian Economy (ibw) by the following **authors**:

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The report is mainly based on the first two VET policy reports from 2008 and 2010 (cf. www.refernet.at > Publikationen > Forschung). The authors of this edition would like to thank those who wrote the reports from 2008 and 2010 for providing the information.

To complement this report, information on Austrian VET (policy) can be found in the other ReferNet publications, the **Austrian National VET Research Report** and the Austrian country report on **VET in Europe** (cf. www.refernet.at > Publikationen).



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 1 – Promoting VET and related career opportunities

The questions in part 1 relate to the following short term deliverables, which should serve as reference when answering:

- STD 2 Support activities, which enable young pupils in compulsory education to become acquainted with vocational trades and career possibilities
- STD 1 Organise activities aimed at promoting VET attractiveness and excellence, which may include campaigns and skills competitions
- STD 7 In order to maximise the contribution of VET to the "ET2020" 15% benchmark [...] take appropriate action to encourage participation in C-VET

For general guidelines, please refer to the separate document 'Introduction and guidelines'

Please note that compulsory education refers here to the age group 5/6 to 15/16 even in countries where education is compulsory up to the age of 18.

1.1. In what ways have policies since 2010 promoted VET and related career opportunities? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Strategy and legislation

- a) VET elements in compulsory education to support educational choice
- b) Work-experience/'tasters' ⁽¹⁾ before VET
- c) Campaigns to attract young people to VET
- d) Campaigns to make adults aware of the benefits of VET
- e) Campaigns encouraging enterprises to provide or invest in VET
- f) Skills competition(s)
- g) Education and career fairs with a focus on VET

Initiatives and actions

- h) Simulated or real business experience for younger learners in compulsory education
- i) Cooperation between compulsory education and VET
- j) Services organising work experience within compulsory education
- k) Train teachers in compulsory education to integrate work experience

Other strategies, initiatives, etc

- l) Other, please specify

⁽¹⁾ short workplacements for learners to try out what working life and occupations are like

a) VET elements in compulsory education to support educational choice				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The expansion of career guidance (CG) and educational counselling at schools is at the focus of a lead project of the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK) and it is included in many other policies, such as in the Government Programme of the current legislation period and the Austrian lifelong learning strategy. The aim is to provide children and young people with the best possible education and training, independent of their family, social and regional background and gender. Item 1) presents the general expansion of CG at schools, item 2) a programme for children at a disadvantage.</p> <p>1) As well as BMUKK, university colleges of education (Pädagogische Hochschulen, PH) and schools are also involved in the expansion of CG and educational counselling for pupils of year 7 and 8. The objective is to enhance and intensify CG at all schools, with schools responsible for implementation. BMUKK has drawn up a catalogue of binding measures which lays down the framework conditions and content-related standards (such as what steps should be taken, by when, or the times of CG and the days of practical work experience). CG is understood as life orientation: the goal is that educational career choices are made in line with the pupils' own potential and interests, that their own strengths are identified and a self-critical and reflected realisation of life decisions is supported (BMUKK 2010).</p> <p>2) Youth coaching is a programme of the Federal Ministry of Labour, Social Affairs and Consumer Protection (Bundesministerium für Arbeit, Soziales und Konsumentenschutz, BMASK) in cooperation with BMUKK. It is oriented towards all pupils in year 9 (in certain cases also above, cf. 1.2) who suffer individual impairments or social disadvantages or are at risk of not attaining any qualification at lower or upper secondary level (early school leavers). The project objective is to keep them in the education and training system as long as possible or reintegrate them. Pupils are provided comprehensive counselling and support. A pilot phase of this scheme was launched in two Austrian provinces in early 2012 (1.2) (BMASK 2011c, www.neba.at).</p>

Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

b) Work-experience/'tasters' before VET					Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	1) Prevocational schools (Polytechnische Schulen, PTS): The teaching objective of this one-year school form in year nine is preparation for the world of work and employment, especially for dual training. PTSs are organised into specialist areas (such as "electrical engineering and electronics" or "commerce and office"). Career guidance (CG) is offered across the curricula and as a separate	

PART 1 – Promoting VET and related career opportunities

									<p>subject and integrates real-life situations including periods of work placement. More than one third of students in the first years of part-time vocational schools (Berufsschulen, the school-based part of dual training) have attended a PTS before (Dornmayr/Nowak 2011: 22).</p> <p>2) As part of work placements ("taster apprenticeships"), which constitute a part of CG at school level, students from year 7 onwards have the possibility to make themselves familiar with job-related activities at companies or training workshops and carry out non-risky activities. This is the first possibility for companies to meet potential apprentices. In 2011 access to taster apprenticeships was made easier in that pupils who familiarise themselves with apprenticeships in companies individually (that is: not with the whole class) are now also insured through pupils' accident insurance schemes.</p> <p>3) The "discover talents – work placements for young students" scheme forms part of the subsidisation priority "human resources" of the Federal Ministry for Transport, Innovation and Technology (Bundesministerium für Verkehr, Innovation und Technologie, BMVIT) and focuses on supporting young academics in the fields of the natural sciences and technology.</p> <p>Its objective is to inspire children and young people to pursue a research path and use practical experience to provide impetus for their study and career choice. For this purpose, 1,000 places in work placements at research institutions and researching companies a year are subsidised with € 1,000 each for students of academic secondary schools (allgemein bildende höhere Schulen) and VET colleges (berufsbildende höhere Schulen). In this way providers of work placements are given an incentive to focus specifically on activities promoting young talents (www.ffg.at/talente; www.bmvit.gv.at/innovation/humanpotenzial)</p>
☒	☐	☐	☐	☐	☐	☐	☐	☐	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain				
	☒	☐	☐	☐					

c) Campaigns to attract young people to VET					
				Developments since 2010	Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	<p>VET is extremely important in Austria: some 80% of students in year 10 opt for a vocational training pathway. This means that throughout the EU Austria boasts the highest share of VET at upper secondary level (Dornmayr/Nowak 2011: 9). Therefore measures to enhance the attractiveness of VET are more goal-oriented than global, for example to reduce the gender-specific</p>
				Agreed	
				Partly put in place	
				Put in place	

	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>segregation in VET (cf. Items 1 and 2 below). The share of female apprentices is only 34%, with the focus on no more than three apprenticeship occupations (cf. Dornmayr/Nowak 2011: 23). Other measures deal with the recognition of informally acquired competences within the framework of dual training (3) and the enhancement of permeability between dual training and the tertiary sector (4).</p> <p>1) The promotion of measures to remove the gender-specific segregation will be continued (already started before 2010). This includes gender-sensitive job coaching schemes and awareness-raising measures for companies. Up to five million euros a year are available for these measures (cf. BMWFJ 2011: 11). Apprenticeship subsidies granted by Public Employment Service (Arbeitsmarktservice, AMS) for girls in occupations where the share of women is below 40% will also be continued (cf. BMASK 2011b: 146).</p> <p>2) The "women in the crafts and technology" (FIT) scheme will be continued (already launched before 2010). This FIT scheme aims to motivate girls and women to take up VET programmes in non-traditional occupations and support them in these occupations. These VET courses can be completed as part of dual training, at VET schools and colleges (berufsbildende mittlere und höhere Schulen), or at universities of applied sciences (Fachhochschulen, FH). The programme is supported by AMS and counted 6,500 students in 2010, of which some 1,200 graduated with at least the apprenticeship diploma. A total of 18.5 million euros were spent on this scheme (cf. BMASK 2011a: 30).</p> <p>3) The 2011 Amendment to the Vocational Training Act (Berufsausbildungsgesetz, BAG) has enhanced access to the exceptional admission to the apprenticeship-leave exam (Lehrabschlussprüfung) and thus enabled the integration of informally and non-formally acquired competences. Pupils now have the option of taking the apprenticeship-leave exam in two parts: part 1 – determination of already existing competences by the apprenticeship office; part 2 – proof of acquisition of competences which were still missing for the acquisition of the qualification (cf. 1.3) (BAG §23,(5), (11); BGBl. 148/2011).</p> <p>4) The "Apprenticeship with Matura" scheme, introduced in 2008 and which enables apprentices to obtain the upper secondary school-leaving certificate and HE entrance qualification, will be continued: apprentices can already prepare free of charge for the Berufsreifeprüfung exam during their apprenticeship period. In May 2011, 6% of all apprentices were enrolled in the "Apprenticeship with Matura" scheme, these are more than 7,000 individuals (Dornmayr/Nowak 2011:45).</p>					
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Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VET coverage	1) Apprenticeship: IVET, ISCED 3B 2) every type of VET or CVET 3) CVET leading to the apprenticeship diploma (ISCED 3B) 4) apprenticeship (ISCED 3B), provides access to the tertiary education sector (ISCED 6)				

d) Campaigns to make adults aware of the benefits of VET								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. c)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

e) Campaigns encouraging enterprises to provide or invest in VET								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. l)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Skills competition(s)									
				Developments since 2010				Briefly explain the main developments since 2010	
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In its capacity as the coordination office of the Austrian competitions for trainees and apprentices, Skills Austria is located in the Federal Economic Chamber (Wirtschaftskammer Österreich, WKÖ). The Office coordinates the Austrian national championships which serve to qualify candidates for participation in international competitions (WorldSkills, EuroSkills) and provides relevant coaching to prepare the nominated apprentices and pupils. At the 2010 EuroSkills competition, the Austrian team achieved its best result to date with 20 medals. At the 2011 competition, the Austrian candidates won six medals and were thus the best among the EU countries (www.skillsaustria.at, WKÖ 2012).</p>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain				
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
VET coverage	IVET: apprenticeship (ISCED 3B), VET college (ISCED 4A), age limit 25 years								

g) Education and career fairs with a focus on VET								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) The job, study and training fair BeSt is Austria's largest fair focusing on education topics. It was held for the 27th time in 2011. Each year it attracts some 80,000 visitors in the Austrian capital, and it is also held every year in two other cities in Austria. The fair's target group comprises holders of the upper secondary school-leaving certificate (Matura), pupils, higher education (HE) students, school and HE drop-outs, parents, teachers, HE graduates, employees and people interested in CET programmes. More than 300 exhibitors (education and training establishments, companies) provide information about VET and CET. In addition a range of lectures (about study decisions, the application process, and individual groups of occupations, for example) and workshops (such as about studying abroad or creative workshops) are held (www.bestinfo.at).</p> <p>2) The "Day of Apprenticeship" was held for the fifth time in 2011. At the fair, training companies and training establishments give advice to interested young people about more than 200 apprenticeships. With a relevant framework programme, this event also serves to highlight the importance of dual training. This includes, for example, that winners of the international competitions are awarded their medals and a state prize is conferred to the best training companies (www.tag-der-lehre.at).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

h) Simulated or real business experience for younger learners in compulsory education								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Two initiatives of the Economic Chamber (WK) need to be mentioned in connection with this topic. These provide pupils with insights into economic connections by using innovative formats with an activity-oriented design. The goal is to present the topic of business in an illustrative and understandable manner for children and young people.</p> <p>1) The "Working Group on Economy and Schools" (Arbeitsgemeinschaft Wirtschaft und Schule, AWS) – funded by the Economic Chamber and the Austrian association of savings banks (Sparkassenverband) – provides a range of teaching materials about topical business topics for pupils and teachers. These topics comprise how the economic system works and how to deal with money, for example, and are provided in the form of multimedia materials (presentations, printed publications, board games, etc.), some of which are also in foreign languages. In addition, AWS organises workshops for teachers (http://wko.at/aws; cf. WKÖ 2012: 13).</p> <p>2) In the "Children's Business Week" entrepreneurs enter into direct contact with children and young people. Lectures and workshops are prepared in a way that is suitable for children and make the business sphere understandable. The Children's Business Week was held for the sixth time in 2011, with 3,000 children and young people between the ages of 8 and 14 years as well as 100 entrepreneurs taking part (www.kinderbusinessweek.at; cf. WKÖ 2012: 8).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

i) Cooperation between compulsory education and VET								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. b)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
VET coverage								

j) Services organising work experience arrangements within compulsory education								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	The Career Guidance Centres (Berufsinformationszentren, BIZ) of Public Employment Service (Arbeitsmarktservice, AMS) offer a visiting programme for school classes. In 2010 the staff level of the BIZs was increased. This was in line with a labour market package adopted by the government and social partners in 2009. The package contains the improvement and intensification of career guidance and educational counselling. From now on it is foreseen that all pupils in years seven or eight spend one day at the BIZ. One focus is to provide information to girls about non-traditional occupations (cf. BMASK 2011b:321).
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

k) Train teachers in compulsory education to integrate work experience								
				Developments since 2010		Briefly explain the main developments since 2010		
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>As mentioned under item a), the university colleges of education (Pädagogische Hochschulen, PH) as providers of teachers' qualifications play a key role in the expansion of career guidance (CG) and educational counselling at schools. As part of consultation talks with the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK) the PHs were involved in the preparation and implementation of the measure. Possibilities of strengthening CG and educational counselling at schools were jointly analysed.</p> <p>The PHs' contribution is an initial and continuing training scheme for teachers who are active in CG at schools. For the coordination of CG, a framework curriculum was drawn up from late 2009 onwards, which is currently offered as a pilot project at two PHs. By 2013 it is foreseen that at least one course for the coordination of CG is organised by every PH (cf. BMUKK 2010).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

I) Other, please specify Incentives encouraging enterprises to provide/invest in VET and incentives encouraging adults for CVET					
				Developments since 2010	Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010		
				Being discussed	<p>In Austria there exists a wide-ranging system to promote IVET and CVET.</p> <p>1) Subsidies for company-based training are broken down into basic subsidisation, i.e. the general subsidisation for apprenticeship posts, and various quality-oriented subsidies, such as for additional training programmes for apprentices,</p>
				Agreed	
				Partly put in place	
				Put in place	

PART 1 – Promoting VET and related career opportunities

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>CET of IVET trainers, excellent or good results in the apprenticeship-leave exam, or equal access by girls and boys to apprenticeships. The objectives pursued with these types of subsidies are to enhance the quality of training and positive apprenticeship-leave certificates, to reduce the number of drop-outs, to eliminate gender-specific segregation, but also to support new apprenticeship providers. The types of subsidies were newly regulated in 2011 with the amendment to the Vocational Training Act (Berufsausbildungsgesetz, BAG) (cf. BMWFJ 2011). In addition, there exist subsidies for apprenticeship programmes by Public Employment Service Austria (Arbeitsmarktservice, AMS) with the focus on disadvantaged young people and on girls in occupations with a low share of women (cf. BMASK 2011 b: 144f).</p> <p>2) The "Qualification Scheme for Employees" (Qualifizierung von Beschäftigten, QfB) also receives financial support. This scheme includes qualification measures for individual companies and since 2009 qualification measures for employees in short-time work. Here short-time work refers to a reduction of working hours and pay for a limited time because of economic difficulties. This option was introduced during the financial and economic crisis. The working hours which are consequently not spent at the workplace need to be used to enhance the qualification level. For this purpose, AMS grants financial support. Relevant regulations were simplified in 2010. Finally, supra-company qualification measures within the framework of training alliances are also subsidised (cf. part 3.1.A I). They were initiated quite a long time ago as well but underwent reform in 2011 to enable standardised implementation throughout Austria. The budget allocation for QfB was over EUR 23 million in 2010 (cf. BMASK 2011b:112-122; Köster 2011: 27-29).</p> <p>3) In the area of active labour market policy, AMS supports training and CET programmes. Only minor changes have been implemented since 2010.</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage	<p>1) apprenticeship (ISCED 3B): IVET, young people and IVET trainers</p> <p>2) CVET, target group: employers</p> <p>3) CVET, target group employees</p>							

1.2. Report on one major initiative introduced since 2010 to promote IVET and related career opportunities. Please provide information on:

Title / type of initiative	Youth coaching
a) initiator	Federal Ministry of Labour, Social Affairs and Consumer Protection (Bundesministerium für Arbeit, Soziales und Konsumentenschutz, BMASK) and Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK)
b) rationale	When they have to decide on their future professional or training pathway at the end of their compulsory school period, this puts excessive demands particularly on disadvantaged young people. Against this background, pilot projects of the youth coaching scheme have been implemented in two federal provinces since early 2012. Youth coaching is a sustainable strategy to keep disadvantaged young people in the education and training system as long as possible or alternatively reintegrate them into the system. Disadvantaged young people are pupils in year 9 who suffer individual impairments or social disadvantages or who are at risk of not attaining any qualification at lower or upper secondary level (early school leavers). The target group also includes young people below the age of 19 who are currently not in education, employment or training (NEET) as well as young people up to the age of 25 who require special educational support. The key objective of youth coaching is to enhance their labour market opportunities and, in general, to implement a measure to reduce the number of drop-outs.
c) objectives (and how they are achieved)	Youth coaching aims to advise, support and assist young people and ensure their sustainable integration into the (continuing vocational) education and training system. Where this is not yet possible, young people should reach alternative objectives or sub-objectives. At the core of the measure there is the ability of young people to take an independent and appropriate decision about their professional career. Youth coaching is based on a case management approach: the providers of related measures act as hubs which establish and maintain contacts to different relevant institutions. One focus is on close cooperation with all schools which identify affected young people and refer them to the providers of youth coaching. In addition, the providers cooperate with different institutions (such as Public Employment Service Austria, training workshops, projects for young people with mental impairments) which are suitable for the young person(s) during or after the coaching period. Furthermore, youth coaching pursues the objective to create networks between education and training programmes, identify any existing gaps and give ideas about how to close these gaps. (cf. BMASK 2011c; www.neba.at)
d) the stakeholders involved	BMASK, BMUKK, Federal Office for Social Affairs (Bundessozialamt), 17 youth coaching providers, schools, Public Employment Service Austria (Arbeitsmarktservice), a wide range of institutions that are active in open youth work, integration into the labour market, healthcare, etc.
e) lessons learned from implementation: what (did not) work(s) and why?	The scheme was launched only recently and is being evaluated while it is running.
f) outcomes (if available)	Currently the scheme is implemented in two federal provinces, it is planned to implement it on a nationwide basis from the school year 2012/2013 onwards.

1.3. Report on one major initiative introduced since 2010 to promote CVET. Please provide information on:

Title / type of initiative	"YOU know something" initiative: recognition of non-formally and informally acquired competences within the framework of IVET
a) initiator	Upper Austrian company training alliance (Firmenausbildungsverbund Oberösterreich, FAV OÖ)
b) rationale	<p>The objective is to develop an instrument to identify the non-formally and informally acquired competences which are relevant for the respective in-company curriculum (job profile) and recognise them in order to ensure acquisition of the apprenticeship diploma on that basis. This increases the importance of non-formal/informal competences in the IVET system.</p> <p>Since the implementation of the Vocational Training Act (Berufsausbildungsgesetz, BAG) in 1969 there has been the option of an exceptional admission to the apprenticeship-leave exam (Lehrabschlussprüfung) (BAG §23 (5)). Its share in admissions overall has been rising for many years and reached 17% in 2010, in that year the rate of successfully passed exams was at the same level (Dornmayr/Nowak 2011).</p>
c) objectives (and how they are achieved)	<p>The initiative of FAV OÖ was launched in 2007 in nine occupational fields. The following steps are foreseen until a certificate of apprenticeship can be issued:</p> <p>The non-formally and informally acquired competences are documented based on a competence portfolio (which has been developed as part of the project).</p> <p>As part of the first performance assessment, experts (who are examiners for the apprenticeship-leave exam) compare the portfolio with the in-company curriculum (job profile) and the examination regulation. The experts determine the areas that are already covered and the competences still required.</p> <p>In a next step, an education plan that details the competences which candidates still need to acquire is drawn up and they complete the respective CET programmes to supplement their competences.</p> <p>The second performance assessment aims to examine the respective remaining competences. The assessment is conducted by examiners of the apprenticeship office of the Economic Chamber Upper Austria in the form of an expert talk and/or a work sample based on the examination regulation of the respective occupation. The procedure finally leads to a validation of competences and the issuing of the certificate of apprenticeship.</p> <p>(cf. Prokopp 2011; www.dukannstwas.at; www.favoee.at)</p>
d) the stakeholders involved	Social partners, adult education providers, province of Upper Austria, Public Employment Service Upper Austria (Arbeitsmarktservice Oberösterreich), experts
e) lessons learned from implementation: what (did not) work(s) and why?	The experiences made with this project have been positive. The demand for this type of higher qualification has been high. The involvement of relevant actors, particularly of the experts, has been decisive for its success.
f) outcomes (if available)	<p>In the first pilot phase, certificates of apprenticeship were issued to 70 people. At the moment, portfolios for other occupations are being developed.</p> <p>The 2011 Amendment to the Vocational Training Act has been rated a particular success, because – similar to the "YOU know something" initiative – it lays down the legal option of having previously acquired competences identified by the apprenticeship office and proving remaining competences in a second part of the apprenticeship-leave exam (Lehrabschlussprüfung) (BAG §23 (11)).</p>



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 2 – Supporting participation in VET

The questions in part 2 relate to the following short term deliverables, which should serve as reference when answering:

- STD 16 Take preventive and remedial measures to maximise the contribution of VET in combating early leaving from education;
- STD 7 In order to maximise the contribution of VET to the "ET2020" 15% benchmark on the participation of adults in lifelong learning, review the use of incentives, rights and obligations for all stakeholders involved, and take appropriate action to encourage participation in C-VET;
- STD 17 Consider specific measures aimed at raising the participation of low-skilled and other "at risk" groups in education and training, including by developing flexible pathways in C-VET and using appropriate guidance and support services;
- STD 18 Use ICT to maximise access to training and to promote active learning, as well as to develop new methods in both work- and school-based VET, in order to facilitate the participation of "at risk" groups.

For general guidelines, please refer to the separate document 'Introduction and guidelines'

Please note that access to education and training through validation is not covered here. Validation is not addressed in this questionnaire as information is already available via other sources.

2.1. Reducing early leaving from education

2.1.A. In what ways have policies since 2010 helped to reduce early leaving from education? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Strategy and legislation

- a) LLL or VET strategy supporting early school leavers and those at risk of early leaving from education
- b) Regulations easing access to VET
- c) Modularised IVET programmes
- d) Work-based learning elements in school based IVET programmes
- e) Apprenticeship or similar programmes
- f) Alternative routes within mainstream VET
- g) Alternative routes outside mainstream VET leading to qualifications valued in education and training and on the labour market

Financial incentives

- h) Incentives for learners and their families to remain in VET
- i) Incentives for VET institutions to prevent drop outs
- j) Incentives for enterprises to provide training or employment

Initiatives and actions

- k) Guidance and mentoring for learners in IVET programmes
- l) Psychological and social support to learners in IVET programmes
- m) Opportunity to acquire underdeveloped key competences in VET
- n) Opportunity to obtain missed qualifications in VET
- o) Opportunity for learners with migrant background/from ethnic communities to acquire the (host) country language
- p) Training for VET teachers and/or trainers to support disadvantaged learners

Other strategies, initiatives, etc

- q) Other, please specify:

a) LLL or VET strategy supporting early school leavers and those at risk of early leaving from education

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	- "Horizon – the youth workshop": This project was launched by the Training Centre of the Salzkammergut Region in 2010. It is financed by the province of Upper Austria from ESF funds. Its target group are young people who are at a disadvantage in terms of labour market integration due to cultural, social and linguistic problems. The project is based on a real-life working situation.

								<p>Participants are made familiar with different occupations and modes of work under conditions similar to real-life employment. The project is rounded off by a large array of additional offers (analysis of potential, learning assistance, work placements, training for job applications, prevention of violence and addiction, parent-related activities, etc.). The project is scheduled until the end of 2012. Source: http://www.vielfalt-ooe.at/drehscheibe/wp-content/uploads/2010/08/Raster-HORIZONT1.pdf</p> <p>- "Stop drop-outs" was a European project that was launched in 2009 and ended in mid-2011. It aimed to reduce drop-out rates in the school system and the adult learning sector. "Stop drop-outs" offered different, scientifically founded and tested methods to reduce school drop-outs to the target groups psychologists, coaches, teachers and trainers. The project aimed at timely identification of people who want to drop out from their educational pathway at an early stage. The project intended to find the reasons for this and the needs of the target group to be able to provide help that is tailored to potential school drop-outs. Source: http://www.stop-dropout.eu/index.php?id=2&L=1</p> <p>- "STEP IN": This model project to improve the drop-out problem at schools and in apprenticeship training in Upper Austria was launched in 2011 and is scheduled until June 2013. The project's focus is to develop and implement a modular advice and support scheme for drop-outs from VET schools and VET colleges (berufsbildende Schulen) in the Linz area. The project comprises:</p> <ul style="list-style-type: none"> *) Workshops on the topics of potential and abilities, definition of goals, career guidance, expansion of social skills, training for job applications, presentation training, training of skills that are acquired at school level, labour market in Austria *) Tailored advice/assistance to develop prospects and attain goals *) Application centre – use of an infrastructure for job applications (computers, internet, printers, scanners) with provision of support. <p>The project's target group are young people with a migration background or at a social disadvantage who have dropped out from an upper secondary full-time school-based VET pathway after compulsory schooling as well as students of part-time vocational school (as part of dual training) who are at risk of dropping out. Source: http://www.pakte.at/projekte/2932/6604.html</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
Initiators	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>- "c'mon14 – case management for pupils over the age of 14": This project is implemented by ÖSB Consulting GmbH in the provinces of Styria and Vienna. In Styria it is financed from funds of the Federal Ministry of Labour, Social Affairs and Consumer Protection in cooperation with Public Employment Service (Arbeitsmarktsevice, AMS) Styria and the province of Styria. In Vienna "c'mon14" is financed by the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds, WAFF), AMS and the European Social Fund. Since January 2010 "c'mon14" has provided free advice and support to pupils aged between 14 and 17 years. Upon request and if necessary, young people are supported over a longer term in the transition stage from school to the world of work. Source: www.arbeiterkammer.com/bilder/d163/Nachlese_Jugendq ualifizierung2011_Projekte.pdf</p>

b) Regulations easing access to VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	- Youth coaching: This project is currently (2012) conducted as a pilot project in Vienna and Styria. The point of contact is the professional assistance network NEBA, which is funded and coordinated by the Federal Office for Social Affairs (Bundessozialamt). To enhance the young people's educational attainment level and labour market

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>opportunities it is necessary to prevent them from dropping out of training. Especially in the so difficult phase of decision-making about the future educational and career pathway, young people and their parents/legal guardians require professional advice and support. The youth coaching scheme is provided based on the principle of voluntary participation by all people involved and can be used free of charge. The goal is to build on the strengths and abilities of young people to plan the ideal next steps and thus facilitate successful transition to their future professional career. Participation in the measure is scheduled for one year but there exists the option of re-entry after this period has expired. By establishing networks with other actors (the formal education system, Public Employment Service [Arbeitsmarktservice, AMS], external support and advice institutions) in different ways, the measure aims to ensure permeability and the best possible career planning. The measure is complemented by targeted support activities in the field of compulsory schooling. If successful, the pilot project will become a regular programme in all Austrian provinces. Every young person has a main contact point he/she can contact and who will remain his/her main youth coach until the end of the measure. Source: www.neba.at (cf. also the detailed description of this measure in Part 1, Chapter 1.2).</p> <p>- "Helpline for your career": The career helpline is a service provided by the City of Vienna and the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds, WAFF) and was set up in March 2010. This service helps young people and their parents take advantage of the training guarantee in Vienna. Its main objective is to enhance accessibility and the information level among young people about the training programmes: more than 5,000 callers have been counted since February 2010. The thematic priorities include search for an apprenticeship post, job-hunt, acquisition of educational qualifications at a later time (mainly school qualifications and apprenticeship certificates), training workshops, career guidance. Source: http://www.kuemmer-nummer.at/</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Teaching staff at the upper secondary level							

c) Modularised IVET programmes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Amendment to the Vocational Training Act (Berufsausbildungsgesetz, BAG) in January 2006 created the possibility of modularising apprenticeships. Since 2010 apprenticeship occupations such as installations and building technology, materials technology, motor vehicle engineering, timber technology, clothing design, electrical engineering, and glass building technology have been modularised. Modularisation refers to a modular structure of apprenticeship training with several combination and specialisation options. A modular apprenticeship comprises three “modules”: The basic module as a rule lasts for two years and includes the knowledge and skills which correspond to the basic activities of one or several apprenticeships in a specific occupational area. A main module lasts for at least one year. It comprises the knowledge and skills which exceed the fundamentals and make up the typical qualifications of an apprenticeship or several apprenticeships in a specific occupational area. There can be several main modules that build on a basic module. A special module lasts for half a year or a full year and aims to provide additional knowledge and skills that correspond to specific modes of production and services..</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship training - ISCED 3B							

d) Work-based learning elements in school based IVET programmes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>- Real-life encounters (programme already available before 2010): This programme enables pupils to explore a company or training workshop (Lehrwerkstätte), take part in vocational subjects at part-time vocational schools (Berufsschulen) or upper secondary schools, familiarise themselves with job-related activities in a company or training workshop under supervision for one or several days, learn about specialist non-school institutions, talk with people who are employed or in training (parents, former pupils of the school, local businesspeople, etc.), and much more. Source: http://www.bmukk.gv.at/schulen/bo/rg/realbegegnungen.xml</p> <p>- One example of a local initiative is the Job College of Leibnitz Prevocational School (Polytechnische Schule). This is a project focusing on entry into the world of work for young people in their voluntary tenth school year. This project aims to help pupils who have fallen by the wayside in the entire education sector. Many of them take advantage of this support. By providing targeted, modular, practice- and project-oriented classes, young people are given the possibility of integrating themselves into the world of work. Source: http://www.polyleibnitz.at/imst_award.html</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

e) Apprenticeship or similar programmes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>- Supra-company apprenticeship training (Überbetriebliche Berufsausbildung, ÜBA, programme already available before 2010): Supra-company apprenticeship training enables young people who do not find an apprenticeship post in the "first" labour market to complete a full apprenticeship following attendance of a career guidance and coaching course. It is also conceived as a measure within the framework of the training guarantee up to the age of 18. If necessary, additional support is provided in case any school deficits are identified, and work placements are organised in the first labour market. Young people can switch to a regular apprenticeship anytime. Source: http://ams.at/_docs/001_ueba_iba_infoblatt.pdf</p> <p>- Career guidance and coaching (programme already available before 2010) as part of ÜBA: Young people are informed about existing in-company curricula (job profiles) and possible apprenticeship posts. Following an analysis of their individual interests and resources, a training goal is developed. Young people are supported in reaching this goal by means of training their social competences. Furthermore participants are provided socio-pedagogical support (advice, crisis intervention, motivation enhancement, development of prospects, creation of self-confidence, preparation of a tailored application strategy) which they can use on request. Also application documents are drawn up jointly with the young people. Source: http://www.koordinationsstelle.at/wp-content/uploads/2011/04/infoblatt_boco_final_2011_0204.pdf</p> <p>- The training guarantee is equivalent to the training guarantee which was decided as early as in 2008 by the government and social partner institutions. This guarantee aims to give every young person up to the age of 18 either a training place or a workplace. Young people who do not find any regular apprenticeship place are offered training places where they can complete an apprenticeship up to the apprenticeship-leave exam (Lehrabschlussprüfung) or acquire a partial qualification.</p>
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			

VET coverage	
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f) Alternative routes within mainstream VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- Supra-company apprenticeship training (cf. item e)</p> <p>- Inclusive vocational training (Integrative Berufsausbildung, IBA) (programme already available before 2010): There are two types of IBA schemes: in the extended apprenticeship, the training period is extended by one up to no more than two years and completed with a regular apprenticeship-leave exam. In case of a partial qualification, specific aspects of an apprenticeship occupation are taught within one to three years. Trainees complete the training as partly qualified skilled workers. For the entire training period they are assisted by vocational training assistance (Berufsausbildungsassistenz). As well as support in the definition of training objectives, learning support, crisis interventions, support in the organisation of tailored tools, and help in official matters also make up the services of vocational training assistance. Source: https://www.help.gv.at/Portal.Node/hlpd/public/content/183/Seite.1830000.html</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship training - ISCED 3B							

g) Alternative routes outside mainstream VET leading to qualifications valued in education and training and on the labour market

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- Inclusive vocational training (cf. item f)</p> <p>- LEARN – the learning centre: in this regional project, which was launched in 2001, young people and adults are supported in obtaining a positive compulsory school qualification (lower secondary school/Hauptschule and/or prevocational school/Polytechnische Schule). This is done in the form of learning support, provision of learning competence (learning to learn) and joint work on the learning content in group classes. The project promoter is the Linz Association for preventive social work and community work. The project is financed by the European Social Fund, the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK), and the province of Upper Austria. Source: http://www.vsg.or.at/learn_angebot.php</p> <p>- Jobstart is a national initiative which was launched some 20 years ago and provides a range of courses to prepare candidates for acquiring the lower secondary qualification without prior school attendance and for individual, still remaining exams (no major changes since 2010). The initiative also offers specific measures to make it easier for participants to enter the world of work. These include: information about occupations and activity profiles, work placements, excursions, support in the application process (letters of application, curriculum vitae, job interview) and help concerning problems or questions outside the career-related range of topics. The Jobstart initiative is promoted by an association to support socially disadvantaged young people. It is financed from funds of Public Employment Service Austria and the European Social Fund. Source: http://jobstart-alpenstrasse.einstieg.or.at/</p>
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain ESF		
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			

h) Incentives for learners and their families to remain in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- Funding for adult education and CET in Austria comes from several sources which finance these sectors jointly: depending on the programme, public bodies (federal government, provincial governments, municipal governments, EU), social partners, companies, sponsors and participants contribute to the funding. There are incentives to help individuals, such as grants to pay the fees for participation and for leaves of absence, such as educational leave schemes or also tax deductibility of course fees.</p> <p>- Study grants and scholarships from the government, but also exemption from tuition fees for students with a disability constitute additional financial incentives for CET. An overview of these incentives can be found at the web portal http://www.kursfoerderung.at, which includes comprehensive information about support measures.</p> <p>- Since 2008 apprentices have had the possibility to take part in preparatory courses for the "Apprenticeship and Matura" scheme free of charge. Source: www.bmukk.gv.at/berufsmatura.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

i) Incentives for VET institutions to prevent drop outs

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship training - ISCED 3B							

j) Incentives for enterprises to provide training or employment

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- Qualification bonus (Qualifizierungsbonus): To enhance the willingness of employees to take part in CET measures, a qualification bonus is granted by Public Employment Service Austria (Arbeitsmarktservice, AMS) which is graded depending on the course duration and applies to courses which exceed a minimum duration of four weeks. This bonus comes in addition to benefits from unemployment insurance (coverage of living expenses in the amount of unemployment benefit).</p> <p>*) Apprenticeship training bonus of 1,000 euros a year per apprentice: http://portal.wko.at/wk/format_detail.wk?AngID=1&StID=328078&DstID=0&BrID=4</p> <p>*) Support for companies with apprentices with learning difficulties is granted for additional attendance of part-time vocational school due to repetition of a vocational school year, preparatory courses for repeating exams at part-time vocational school or for the theoretical part of the apprenticeship-leave exam, tutoring courses at compulsory school level (German, mathematics, modern foreign language or mother tongue for apprentices with a migration background) http://portal.wko.at/wk/format_detail.wk?angid=1&stid=412698&dstid=8631&opennavid=0</p> <p>*) Support for projects or job coaching measures aiming at equal access by young women and men to different apprenticeship occupations http://portal.wko.at/wk/format_detail.wk?angid=1&stid=413052&dstid=8631&opennavid=0</p> <p>*) Subsidisation scheme for apprenticeship posts: http://portal.wko.at/wk/format_detail.wk?angid=1&stid=633164&dstid=686</p> <p>- Support also needs to be stepped up for training companies which encourage apprentices to complete periods of work placement abroad. Whereas previously only the apprentice had his/her travel expenses and accommodation costs abroad reimbursed, support will also be provided to training companies from the spring 2012. In concrete terms, companies will be reimbursed the apprenticeship remuneration during the apprentice's stay abroad. Source: http://www.bmwfj.gv.at/Presse/AktuellePresseMeldungen/Seiten/MitterlehnerNeueZielgruppenf%C3%BCrLehreserschlie%C3%9Fen,Drop-Out-Zahlenreduzieren.aspx</p>

Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VET coverage	Apprenticeship training - ISCED 3B				

k) Guidance and mentoring for learners in IVET programmes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>- Youth coaching (Jugendcoaching, cf. item b)</p> <p>- "c'monAPP": The project "c'monAPP – employment-oriented case management" was conceived by ÖSB Consulting GmbH on behalf of Public Employment Service Vienna (Arbeitsmarktservice, AMS). "c'monAPP" means "Let's get started with an apprenticeship!" (c'mon is the short form of "come on", APP stands for apprenticeship). Since February 2011 young people in Vienna have had the possibility to use the tailored offers of "c'monAPP" free of charge. The "c'monAPP" team comprises counsellors who give advice to young people in issues related to the search for an apprenticeship post and their future professional career. Source: http://www.cmonapp.at.</p> <p>- Coaching for apprentices (Lehrlingscoaching) is a regional project (launched before 2010) of the Lower Austrian branch of the Volkshilfe charity. This project focuses on counselling, support and tutoring for apprentices and young people who are preparing for their apprenticeship-leave exam. This project is funded by AMS Lower Austria. Source: http://www.noe-volkshilfe.at/1052,,2.html.</p> <p>- The pilot project "study checker" aims to support pupils who are attending the final year of upper secondary schools (allgemein bildende höhere Schulen, berufsbildende höhere Schulen) in their career and study selection process so they can gear it to their personal interests and inclinations. It aims to teach them how to deal with information and develop their knowledge about education, training and career pathways in a targeted manner and to make a well-founded career decision. This project was launched in 2008/ 2009 at forty schools overall in the federal provinces of Salzburg, Tyrol and Vienna. Schools from all over Austria are now taking part in the study checker project. In 2010 a longitudinal study was launched to assess and further develop this project and to record and evaluate the sustainability of the measures conducted as part of this project. Results are expected in 2012. Source: http://www.studienchecker.at.</p>
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)		(*) Please explain	
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
VET coverage								

l) Psychological and social support to learners in IVET programmes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	- C'monAPP (cf. item k) - School psychology services, which have been financed by the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK), provide a large array of support for education and career pathway

					<p>decisions, such as professional and psychological counselling in difficult decisions, expert support for pupils at schools, and preparation of educational information for various decision-making situations. This option was already available before 2010. Source: http://www.schulpsychologie.at.</p> <p>- KUS Complete (KUS – cultural and sport association of Vienna part-time vocational schools) is a counselling centre for all issues related to the apprenticeship qualification. Its services are targeted towards young people in regular apprenticeship posts as well as participants in supra-company measures. This project is financed from funds of the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds, WAFF) and the Vienna Chamber of Labour (Arbeiterkammer, AK). Source: www.kusonline.at/de/menu_main/lehrabschluss.</p> <p>- The regional initiative "x-point" provides help to pupils of different school types and age groups in different problems and issues and on various topics (pressure to perform, violence, friendship, lovesickness, bullying, separation, divorce, etc.). Staff are active directly at schools and can be contacted at any time by pupils as well as parents, teachers and other individuals related to the school. The project is implemented at 27 schools of different types in Lower Austria and is promoted by YOUNG, an association for children and young people. Funding is provided via the provincial government of Lower Austria, different municipalities, as well as the schools' parents associations, sponsoring and support associations. Source: http://www.x-point.at.</p> <p>- The regional project "face to face – new start – school-based social work" is targeted towards pupils at prevocational schools and their personal environment (teachers, family, social environment, etc.). The project aims at the pupils' integration into school life and socially as well as at prevention, because at prevocational schools there are particular psychosocial problems and risks due to developments. Source: http://www.neustart.at/Media/1_09_schulsozialarbeit.pdf.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

m) Opportunity to acquire underdeveloped key competences in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>- Assisted learning for apprentices in Viennese companies: The Economic Chamber Vienna (Wirtschaftskammer Wien, WKW) and Public Employment Service Vienna (Arbeitsmarktservice AMS) finance assisted learning schemes for pupils of part-time vocational schools. Apprentices can receive learning support in the theoretical subjects taught at part-time vocational school on a voluntary basis and free of charge. In addition, the Vienna Institute for Economic Promotion (WIFI Vienna) – the WKW's CVET institution – jointly with AMS Vienna offers coaching to tackle the learning contents of part-time vocational schools. Here it is possible to address the participants' needs in small groups on an individual basis. Source: http://www.wifiwien.at/root/relaunch/download/WIFI_Lehrlings_Lernhilfe.pdf.</p> <p>- "It's my life": This project, which was implemented between 2008 and 2010, focused on health promotion and the strengthening of self-competence at part-time vocational schools in Carinthia and addressed both pupils and teachers, parents and training companies. As part of this project, workshops were held on one of four topics (interpersonal conflict, stress, self-confidence, consumption behaviour/alcohol consumption) with all reference groups. Source: http://www.fgoe.org/presse-publikationen/downloads/magazin-gesundes-osterreich/magazin-gesundes-osterreich-ausgabe-4-2011/2012-01-09.0391102391.</p> <p>- "Work4You" project: This regional project was developed by the youth network of the Salzkammergut region and addressed young people who, after completing compulsory schooling, did not show the maturity required for the labour market and were therefore at risk of being drawn into a spiral of insufficient motivation because of the lack of career prospects and opportunities. The innovative approach consisted particularly in the provision of school-based and post-school education and assistance at one location, which ensured a smooth transition from school to working life. This project offered young people the possibility to acquire necessary social competences and thus prepare for working life. This project was implemented between March 2010 and December 2011. Source: http://www.bildungszentrum-skg.at/fileadmin/folder/Infoblatt_Work4you.pdf.</p>

Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
VET coverage	Young people at the threshold of apprenticeship training or in apprenticeship training (ISCED 3B)				

n) Opportunity to obtain missed qualifications in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- "KUS Complete" (cf. item l) - "Coaching for apprentices" (from June 2012 onwards) (cf. item k) - "Apprenticeship with Matura": http://www.lehremitmatura.at.</p> <p>- "YOU know something" (DKW): This regional project is a procedure developed in cooperation by the social partners and the adult education forum (Erwachsenenbildungs-Forum) to recognise informally and non-formally acquired competences for an apprenticeship certificate. The target group are people who have relevant professional experiences but no professional qualification. A major milestone was the integration of this project into the existing Vocational Training Act (Berufsausbildungsgesetz, BAG). The project was launched before 2010. Source: http://www.favooe.at/fileadmin/documents/Bilder_PDFs/FAV_Allgemein/FolderDKW_web.pdf. Cf. also part 1, 1.3.</p> <p>- "My chance": This is a regional job initiative for young adults in Vienna. The target group are people between the ages of 18 and 24 who have lost their jobs. "My chance" aims to re-integrate them into the labour market by participation in qualification and skills training measures. The objective is to develop future-oriented and promising job profiles and to prepare and implement realistic education plans. Participants can make up for qualification deficits and develop new prospects. The Vienna Vocational Training Institute (Berufsförderungsinstitut, bfi) was commissioned with implementing this project. The project was launched in 2009, and is financed by the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds, WAFF) from funds of the labour market package of the City of Vienna. Source: http://www.bfi-wien.at/ams-kurse/meine-chance-berufsfoerderndes-weiterbildungsprogramm.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

- o) Opportunity for learners with migrant background/from ethnic communities to acquire the (host) country language

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	- MIGRA assisted learning for part-time vocational school students: This project, which is funded by the Federal Ministry of Labour, Social Affairs and Consumer Protection (Bundesministerium für Arbeit, Soziales und Konsumentenschutz, BMASK), is promoted by the culture and sport association of the Vienna part-time vocational

									<p>schools. The project was already launched before 2010. Its target group are young people with a migration background at part-time vocational schools who have difficulties in processing text and written documents in connection with VET. The project intensively promotes the linguistic development of apprentices. At the beginning, the young people's linguistic capacity and text comprehension is identified. Participants are assisted in micro-groups of a maximum of three people. The focus is on practising and actively using the language (understanding the meaning of what is read, writing, expressing oneself) and improving the command of language. With the consent of the young people and their parents/legal guardians, a competence balance is drawn up to be able to meet individual needs better and to document learning progress. The offer comprises tutoring courses at compulsory school level in the subjects German, English, mathematics and mother tongue (for apprentices with a migration background), preparatory courses for repeating exams, assistance in all subjects, with main focus on language and text. Source: http://www.koordinationsstelle.at/wp-content/uploads/2012/03/infoblatt_migra.pdf (06.04.2012)</p> <p>- "Prospects": This is the name of an office focusing on credit transfer for qualifications and advice on CVET. Its target group are recognised asylum seekers and new immigrants. This regional project was launched in January 2010, since early 2012 "Prospects" has no longer been an ESF project but is financed from funds of the City of Vienna and the Vienna Employment Promotion Fund (Wiener ArbeitnehmerInnen Förderungsfonds, WAFF). The project provides information about the recognition of qualifications (credit transfer) in Austria, the search for suitable, job-related courses or VET programmes, and a clarification of financial support for planned VET and CET programmes. Source: http://www.migrant.at/homepage-2006/perspektive/perspektive.html.</p> <p>- The "Youth education workshop interface" has its focus on the linguistic support of newly immigrated young people aged between 15 and 21 in their arrival and settlement period. This regional project is promoted by the non-profit organisation Interface Wien GmbH. The project was developed already before 2010 and focuses on the needs of course participants. As well as this main focus, the "Language plus" model puts learning of German at the centre. The objective is to promote social integration of newly immigrated young people for age groups beyond compulsory schooling by creative classes and social support as part of courses in German as a foreign language. Source: http://www.interface-wien.at/view/content/2-jugend.</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VET coverage					

p) Training for VET teachers and/or trainers to support disadvantaged learners

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- The HE-based CVET course "School integration of children and young people with emotional and social problems" has been conducted since the winter semester 2010/11 as part of a cooperation venture between the University of Vienna, the Vienna University College of Education (Pädagogische Hochschule, PH), and the Vienna/Krems Church-run University College of Education. This offer aims to provide competences similar to competences taught in programmes for psychagogues or as part of a CET programme for counselling teachers. Source: http://www.phwien.ac.at/fileadmin/phvie/users/16/Dokumente/2011-09_Basisinfo_Lehrgangsangebot.pdf.</p> <p>- Programme for school and educational counsellors: This programme, which is offered at PHs across Austria, aims at the further qualification of teachers to become school and educational counsellors at compulsory schools (lower secondary schools/Hauptschulen, special schools/Sonderschulen, and prevocational schools/Polytechnische Schulen). The programme aims at the professionalisation of participants regarding the task fields of school and educational counselling. These comprise the targeted counselling for guidance on upper secondary education and training, support in case of personal problems, and provision of assistance from other guidance and counselling institutions. Source: http://www.schulpsychologie.at</p> <p>- The Migration and School Department of the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK) supports teachers in the implementation of the teaching principle "intercultural learning" and advises them on all issues affecting pupils with a first language other than German, above all in German as a second language (DaZ) and mother-tongue instruction. Source: http://www.projekte-interkulturell.at/page.aspx?ID=40</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

q) Other, please specify

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>- As of December 2009 the coordination unit of Public Employment Service Vienna, Federal Office for Social Affairs/Vienna branch, and of Fonds Soziales Wien, which was set up in 2007, has been enlarged and renamed Youth-Education-Employment Coordination Office. This enlarged coordination unit has two focuses: Focus 1: for young people with disabilities and disadvantages; focus 2: optimisation of transition management for young people threatened by exclusion. Source: http://www.koordinationsstelle.at.</p> <p>- The preparation of future graduates of upper secondary level for their choice of studies and careers is one of the top educational objectives of the school sector. Regular monitoring, drop-out figures at tertiary educational establishments and personal experiences point towards considerable challenges in this action field. The Federal Ministry for Education, Arts and Culture will make funds available until 2013 which are intended to support schools at the upper secondary level across Austria in developing and implementing innovative and efficient career guidance and educational counselling measures for future graduates of academic secondary schools (allgemein bildende höhere Schulen), VET schools and VET colleges (berufsbildende mittlere und höhere Schulen). The provision of funds is based on a call for tenders, afterwards the submitted declarations of interest are evaluated and approved according to transparent principles and criteria. Source: http://www.vielewege.at/QIP/vielewege.nsf.</p> <p>- Upper Austrian youth map: The target group of this regional project are young people, teachers, supervisors in youth projects, institutions in Upper Austria which offer career guidance for young people. The youth map can be accessed via the internet and therefore at any time and place. The youth map provides an overview of all career counselling measures provided in Upper Austria. The project is funded by the provincial office of Public Employment Service Upper Austria and the provincial government of Upper Austria. Source: http://www.jugendlandkarte.at.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

2.1.B. Report on one major initiative introduced since 2010 that helps to reduce early leaving from education. Please provide information on:

Title / type of initiative	
a) initiator	
b) rationale	
c) objectives (and how they are achieved)	
d) the stakeholders involved:	
e) lessons learned from implementation: what (did not) work(s) and why?	
f) outcomes (if available)	

2.2. Promoting participation and equity in CVET

2.2.A. In what ways have policies since 2010 stimulated adult participation in VET? Please indicate whether they also aim at stimulating the participation in (C)VET of specific “at risk” groups? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items. Indicate whether the item focuses specifically on one or more groups at risk by inserting the corresponding number(s) (see legend below)

For general guidelines, please refer to the separate document ‘Introduction and guidelines’

Please note that this question does not cover public/private cost-sharing and regulatory arrangements (e.g. training leave) to encourage VET for adults as information is already available via other sources.

Legend

1. Young adults (until 24)
2. Low skilled and unskilled
3. Long-term unemployed
4. NEETs ⁽¹⁾
5. People at risk of losing their jobs
6. People with special needs
7. Ageing people (45+)
8. Poor people
9. Migrants and ethnic minorities
10. No particular focus on group at risk / focus on all adults

(1) young people neither in employment nor in education and training.
See also: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/edat_esms.htm

Strategy and legislation

- a) Strategies, regulations or guidelines enabling adult learners to access higher level VET (EQF level 5 or higher)
- b) Regulations or guidelines to ensure that qualifications awarded in CVET are valued in education and training and on the labour market
- c) Regulations or guidelines to ensure that active labour market training measures are valued in education and training and on the labour market
- d) Regulations or guidelines on easily accessible learning venues for VET
- e) Regulations or guidelines on time arrangements for VET that suit adult learners' needs
- f) Regulations or guidelines helping learners to combine (C)VET participation with family obligations
- g) CVET or LLL strategies promoting the acquisition of key competences
- h) Legal provisions or guidelines improving guidance and counselling for adults

Initiatives and actions

- i) Training for VET teachers and /or trainers to work with adults from different backgrounds, including 'at risk' groups

Other strategies, initiatives, etc

- j) Other, please specify:

- a) Strategies, regulations or guidelines enabling adult learners to access higher level VET (EQF level 5 or higher)

Focus on (see legend): all learners, no special focus

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

- b) Regulations or guidelines to ensure that qualifications awarded in CVET are valued in education and training and on the labour market

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

- c) Regulations or guidelines to ensure that active labour market training measures are valued in education and training and on the labour market

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Competence with a system: cf. initiative 1, 2.2.B..
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Public Employment Service Austria, management consulting, research institutes			
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage								

- d) Regulations or guidelines on easily accessible learning venues for VET

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

e) Regulations or guidelines on time arrangements for VET that suit adult learners' needs

Focus on (see legend): 10

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Modularisation of evening school: In the autumn 2010 the possibility was introduced of obtaining educational qualifications at evening schools. Since the autumn 2011 all schools for employees have been switched to the new modular system and thus have a flexible design. All students can select various modules individually. In a half-year cycle they are awarded certificates about the modules they have completed successfully. Electronic learning platforms ensure teaching is modern and appropriate for the age group. In case of negative assessment results they only need to repeat the modules they did not complete successfully. There are different ways of completing modules with a positive result: based on the performance which students demonstrated in the respective semester; by taking tests about the content of a module; and by sitting for exams about the self-taught knowledge about a module. As soon as students have completed all modules and the final exams successfully, they are awarded a final certificate. http://www.bmukk.gv.at/schulen/unterricht/ba/modularisierung_abendschule.xml
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Regulations or guidelines helping learners to combine (C)VET participation with family obligations

Focus on (see legend): 10

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Childcare services are increasingly being provided (on a voluntary basis) as part of labour market qualification schemes. This issue is not covered by any legal regulations, however. All services are provided voluntarily and exclusively by the respective CET provider.</p> <p>The "Learn forever III" project (duration 2010-2012) aims to ensure that women who are disadvantaged in terms of their access to learning can take part in learning programmes which meet their needs and situation. These are learning programmes which aim to promote and develop digital literacy (e-skills) and self-directed learning (web 2.0, blended learning, learning arrangements) and have a modular design (modular learning programmes, learning portions and flexible learning programme structures) http://erwachsenenbildung.at/downloads/themen/projekt_lf3.pdf.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

g) CVET or LLL strategies promoting the acquisition of key competences

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The objectives of the "Learning centres for immigrants" project network include: *) Promotion of equality of opportunity by acquiring autonomous lifelong learning strategies including the information and communication technologies *) Basic education and qualifications to enhance the living and working situation of immigrants *) Empowerment to personal decision-making for the participants' own life and career planning by using holistic educational counselling and support *) Expansion of learning competence (learning-to-learn) *) Qualification of course trainers
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

h) Legal provisions or guidelines improving guidance and counselling for adults

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Global initiative "Educational counselling in Austria": Between 2011 and 2014 educational counselling networks are being set up across Austria which serve as points of contact for those interested in educational issues. The aim is to establish an efficient, nationwide and provider-independent educational counselling system in Austria. It is intended to ensure broad and easy access to educational counselling. The following aims are being pursued among others:</p> <ul style="list-style-type: none"> *) Widening of access to educational counselling and career guidance *) Promotion of lifelong learning *) Strengthening the motivation to take part in learning *) Promoting the integration of disadvantaged adults by providing information and counselling of target groups *) Implementation of the successful "Cooperative adult learning system" model as the basis for a sound partnership and for counselling different persons and groups *) Establishment and implementation of a two-level system: easily accessible and mobile educational counselling and first point of contact (telephone and e-mail) as well as additional and more detailed one-on-one counselling *) Provision of a wide range of counselling formats and types *) Enhancement of transparency regarding available courses and counselling services *) Advice on learning skills at the interface between counselling and continuing studies
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

- i) Training for VET teachers and /or trainers to work with adults from different backgrounds, including ‘at risk’ groups
Focus on (see legend): 10

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Public Employment Service Vienna			
	<input type="checkbox"/>							
VET coverage								

- j) Other, please specify:

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>							
VET coverage								

2.2.B. Report on three initiatives introduced since 2010 that stimulate adult participation in VET. Please provide information on:

Initiative 1

Title / type of initiative	Competence with a system
a) initiator	Public Employment Service (Arbeitsmarktservice, AMS)
b) rationale	Learning outcome-oriented AMS programmes as steps towards the apprenticeship certificate to increase opportunities for more sustainable labour market integration and professional development options
c) at risk group(s) targeted	Unemployed people without an apprenticeship certificate as their highest educational attainment
d) objectives (and how they are achieved)	As part of several shorter training units, unemployed people should have the opportunity to acquire the competences required up to the level of the apprenticeship certificate. This could be done in repeated periods of unemployment. In this way they could acquire a formal qualification via the exceptional apprenticeship-leave exam.
e) the stakeholders involved	AMS
f) lessons learned from implementation: what (did not) work(s) and why?	In the beginning, the conversion of courses to learning outcome-orientation requires more efforts on the part of educational providers and AMS. This stage must be accompanied by increased information and cross-provincial coordination (guarantee of a sufficient number of participants, recognition of credits awarded during previous partial modules, etc.).
g) outcomes (if available)	Competence matrices for several apprenticeship occupations and development of related training modules, unpublished. Cf. also: http://erwachsenenbildung.at/magazin/archiv_artikel.php?mid=5847&aid=5856

Initiative 2

Title / type of initiative	YOU know something
a) initiator	Upper Austrian company training alliance (www.favoee.at)
b) rationale	Professional qualifications via recognition of informally and non-formally acquired competences
c) at risk group(s) targeted	People over the age of 22 years who have not acquired any professional qualification or have no longer been active in their learned occupation for at least five years or immigrants with a professional qualification from their country of origin which is not recognised in Austria.
d) objectives (and how they are achieved)	People who do not have any Austrian professional qualification (such as the apprenticeship certificate) but have gathered experience and acquired knowledge in the course of their career or have acquired and expanded knowledge by attending courses can attain an apprenticeship certificate by taking part in targeted VET and CET programmes.
e) the stakeholders involved	Public Employment Service, Upper Austrian Economic Chamber, Upper Austrian Chamber of Labour, province of Upper Austria, Upper Austrian company training alliance
f) lessons learned from implementation: what (did not) work(s) and why?	People who had not previously attended educational measures voluntarily were shown that learning can also be fun. The step towards the apprenticeship certificate has in general been a step into a new career for most of the “new” skilled workers – some of them are already preparing for further qualifications. These newly qualified people become more self-confident. Both the social and the integrative aspects of this project cannot be valued highly enough – Austrians and immigrants work together. Without related linguistic skills and the will to learn, however, opportunities for professional development are greatly restricted. Some participants did not reach their desired qualification because of a lack of related linguistic skills.
g) outcomes (if available)	This project focused on developing a recognition procedure for nine occupations (retail trader, cook, welder, landscape gardener and park design, metal treatment expert, joiner, EDP engineer, store logistics expert, and production technician) to provide access to the apprenticeship-leave examination to people over the age of 22 without an (Austrian) apprenticeship certificate but with specialist knowledge and skills.

Initiative 3

Title / type of initiative	Ö-Cert: Quality framework for the adult education sector in Austria
a) initiator	Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK)
b) rationale	The objective of this national project is to further promote quality-assuring measures in the adult education sector, create transparency and simplify administration. Ö-Cert aims to ensure the mutual recognition of quality management systems in adult learning institutions by provincial governments and the federal government and to provide orientation to funding bodies and those interested in education.
c) at risk group(s) targeted	The application for Ö-Cert is possible for Austrian adult education organisations which take quality-related measures – from small and local trainer teams to large Austria-wide educational establishments. Ö-Cert is awarded to institutions which have a relevant quality management system/procedure in place or are currently planning to introduce one and fulfil the specified prerequisites.
d) objectives (and how they are achieved)	Enhancement of transparency of top-quality CET providers by means of a certificate, logo and an online accessible list of recognised educational providers
e) the stakeholders involved	Cooperation of BMUKK with the provinces
f) lessons learned from implementation: what (did not) work(s) and why?	Ö-Cert was implemented in December 2011, experiences made to date have not been informative.
g) outcomes (if available)	Ö-Cert was launched in December 2011, a large number of educational institutions have already acquired Ö-Cert. The online register of quality providers lists the adult education institutions which have been included in the quality framework of adult education: http://oe-cert.at/index.php..

2.2.C. In what ways have policies since 2010 supported the use of ICT to ease VET participation of “at risk” groups?

Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items.

Indicate whether the item focuses specifically on one or more groups at risk by inserting the corresponding number(s) (see legend below)

Legend	
1.	Young adults (until 24)
2.	Low skilled and unskilled
3.	Long-term unemployed
4.	NEETs ⁽²⁾
5.	People at risk of losing their jobs
6.	People with special needs
7.	Ageing people (45+)
8.	Poor people
9.	Migrants and ethnic minorities
10.	No particular focus on group at risk / focus on all adults

⁽²⁾ young people neither in employment nor in education and training.
See also: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/edat_esms.htm

Strategy and legislation

- a) ICT strategy or “digital agenda” considering “at risk” groups
- b) LLL or VET strategy which promotes using ICT for “at risk” groups

Financial incentives

- c) Incentives helping “at risk” groups to cover the costs of ICT equipment and internet use

Initiatives and actions

- d) Training VET teachers and/or trainers to help “at-risk” groups in using ICT
- e) VET platforms or web portals tailored to the needs of “at risk” groups
- f) Development of ICT based learning tools and methods to help “at risk” groups learn

Other strategies, initiatives, etc

- g) Other, please specify:

- a) ICT strategy or “digital agenda” considering “at risk” groups
Focus on (see legend): 10

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In 2010 the Austrian federal government adopted the internet declaration which had been developed by 170 ICT stakeholders from the political, academic and social spheres. This declaration calls for:</p> <ul style="list-style-type: none"> *) the expansion of public, free access to the internet and affordable overall packages *) better training of teaching staff in nursery schools, schools, universities and adult learning institutions on topics related to media education *) the use of information technology in all fields of teaching and learning and a subject termed “Media” to ensure that pupils develop into critical and self-confident media users *) state-of-the-art equipment of all educational establishments with the necessary terminal equipment infrastructure *) free-of-charge and simplified access to content for teachers and learners and promotion of new learning content *) special programmes for elderly people which come up to the needs and living conditions of the elderly population both in terms of equipment, educational measures and content *) information campaign to encourage accessibility to the internet for people with special needs: www.internetoffensive.at/index.php?id=760
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain ICT stakeholders from the political, academic and social spheres			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

b) LLL or VET strategy which promotes using ICT for “at risk” groups

Focus on (see legend): 1,7

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1) In the regional initiative "action@dialogue", every year 2,000 to 3,000 interested people over the age of 55 learn about the world of the internet from young people in free "internet every-day" courses and are also able to use it. With this initiative, the province of Upper Austria aims to promote the media acceptance and competence of older people. This measure has been designed in a way that a young person and an older person can always learn from each other. This scheme has been running for several years and is accordingly established. There have not been any reports of major changes since 2010. Source: www.ooe-jugend.at/aktiondialog</p> <p>2) The "A1 Internet for everyone" programme comprises free internet access and courses ranging from "how to read with the computer mouse" for children and "online job hunting made easy" to "first steps on the internet" for elderly citizens at the sites of partner institutions and other locations across Austria. In specifically developed courses and workshops, children, young people and adults of all age groups acquire the skills they require for active participation in social life in the digital age. This measure is conducted via the Platform for a Digital Austria (PDÖ), which is the coordination and strategic body of the federal government for e-government in Austria. E-government refers to the entirety of electronic programmes of public administration for the people in the country. This simplifies access to, and contacts with, public authorities. Source: www.digitales.oesterreich.gv.at/ www.digitales.oesterreich.gv.at/site/cob__46779/5236/default.aspx</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)				(*) Please explain
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

c) Incentives helping “at risk” groups to cover the costs of ICT equipment and internet use

Focus on (see legend): 1,7

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Cf. measure 1, item b).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

d) Training VET teachers and/or trainers to help “at-risk” groups in using ICT

Focus on (see legend): 9, 10

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	1) The project "DigiMathe – digital literacy and mathematics in basic education for adults" is a partial project of the national network partnership "MIKA" (migration – competence – literacy: www.netzwerkmika.at) and is financed from funds of the European Social Fund and the Federal Ministry for Education, Arts and Culture

								<p>(Bundesministerium für Unterricht, Kunst und Kultur, BMUKK). This project, which was launched by the association Maiz, aims to develop a curriculum, didactically prepared units and methodical instruction for mathematics classes as well as for digital literacy in basic education for adult immigrants. The materials and methods for basic mathematics classes aim to promote the capacity to train mathematical thinking and mathematical methods of immigrants in various real-life situations. Digital literacy comprises the use of computers as well as mobile phones and vending machines. Both the materials for mathematics classes and for digital literacy have been conceived to ensure that contents can be linked with German as a second language and/or literacy courses. http://www.maiz.at/de/projekt/maiz-bildung-frauen/mikadigimath</p> <p>2) To support schools in the use of digital media and ICT but also to highlight the positive potential of the social media and social IT networks, the IT steering group of BMUKK set the priority "Web 2.0 – proper use of social IT networks" within the framework of "efit21", the digital agenda for education, arts and culture, for the school year 2010/11. Among other activities, forty workshops were held at university colleges of education (Pädagogische Hochschulen) across Austria. The target group of the information offer are teachers of all subjects. One workshop in each university college of education specifically addresses head teachers. Source: www.efit21.at/handlungsfelder/gesellschaft-partizipation/safer-internet.</p> <p>3) EPICT – the European Pedagogical ICT Licence – is a further training model for teachers. It was developed in Denmark and focuses on the didactical side of computer use. From 2007 onwards, commissioned by BMUKK, a working group from Austria has developed a range of pilot courses to test the specific implementation in Austria. The objective is to develop a training model of the didactical side of computer use at schools which is the best for Austria. For this purpose a large number of certificate courses are offered which are free of charge for teachers and students of teacher training programmes. The aim envisaged by the EPICT implementation project is the establishment and medium-term implementation of an ICT basic competence standard of a pedagogically and didactically oriented nature for school purposes which is binding for all teachers in Austria if possible. Source: /www.epict.at.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Item 1) Association of and for immigrants (www.maiz.at)
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
VET coverage					

e) VET platforms or web portals tailored to the needs of “at risk” groups

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Information about more than 1,500 occupations is stored at www.bic.at. In addition, the site contains explanations and descriptions of occupational groups, fields of work, educational pathways, VET and CET, as well as suggestions and tips about occupational choice and the job application process, and also further addresses and link tips. This information is provided in different languages.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Development of ICT based learning tools and methods to help “at risk” groups learn

Focus on (see legend): 9

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Since 2005 the intercultural media workshop "Pangea" has provided free and easy access to the new information technologies by promoting their critical analysis and the examination of their own identity in workshops and projects. As well as attending basic computer workshops, participants can also create their own short films, practise digital image processing and work with podcasts. Since 2010 no major changes have been made in the field of ICT because the basic concept of the workshop is seen as appropriate. http://drupal.pangea.at/drupal6/node/19
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

coverage	
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g) Other, please specify:

Focus on (see legend):

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

2.2.D. Report on one major initiative introduced since 2010 that supports the use of ICT to ease VET participation of "at risk" groups. Please provide information on

Title / type of initiative:	
a) initiator	
b) rationale	
c) at risk group(s) targeted	
d) objectives (and how they are achieved)	
e) the stakeholders involved	
f) lessons learned from implementation: what (did not) work(s) and why?	
g) outcomes (if available)	



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 3 – Partnerships and cooperation

The questions in part 3 relate to following short term deliverables, which should serve as reference when answering:

- STD13. Encourage partnerships for creativity and innovation (VET providers, higher education institutions, and design, art, research and innovation centres);
- STD14. Encourage effective and innovative, quality-assured use of technology by all VET providers (including public-private networking and partnerships) supported by the necessary equipment, infrastructure and networks, with continuing improvements that reflect developments in technology and pedagogical understanding;
- STD21. Set up structured cooperation mechanisms between VET sector and employment services at all levels (policy and implementation), including the social partners

For general guidelines, please refer to the separate document 'Introduction and guidelines'

3.1. Partnerships

3.1.A. In what ways have policies since 2010 supported partnerships? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Strategy and legislation

- a) Strategy to ensure state-of-the-art technology in VET
- b) Innovation strategy including VET
- c) Creativity and innovation as an underlying principle in VET
- d) Guidelines encouraging partnerships for creativity and innovation in VET
- e) Creativity and innovation competitions and awards open to VET learners and institutions

Financial incentives

- f) Incentives for creativity and innovation partnerships including VET providers
- g) Incentives for VET provider networks to ensure cost-effective use of equipment and technology
- h) Incentives for public-private partnerships for state-of-the-art technology in VET

Initiatives and actions

- i) Innovation or creativity clusters involving VET providers
- j) Knowledge exchange platforms for creativity and innovation involving VET providers
- k) Cooperation to develop learning methods in VET fostering creativity and innovation (see STD13)
- l) Networks or joint ventures between VET providers and/or enterprises for the use of equipment and technology to ensure cost-effective state-of-the-art training
- m) Cooperation with business and industry to ensure relevance of technology used in VET
- n) VET teachers and/or trainers trained to use state-of-the-art technology and appropriate learning methods

Other strategies, initiatives, etc

- o) Other, please specify:

a) Strategy to ensure state-of-the-art technology in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1) With its "VET Quality Initiative" (QIBB), Austria is part of the European process which aims to strengthen learning outcome orientation. The increasing importance of learning outcome orientation has triggered a rethinking process (away from input orientation) at all levels and in all sectors of the education system. In the VET sector, a development process was launched in 2004 which is geared towards learning outcome orientation and the competence-based redesigning of curricula. In 2004 working groups which comprise experts from the VET school sector, subject-specific didactics and subject-specific science started to develop educational standards – these were then expanded gradually to different school types, area specialisations and school subjects until 2011. For the future the plan is to develop a methodology based on these educational standards to enable the achieved learning outcomes to be examined. In addition, educational standards represent an instrument for teachers to gear their teaching more strongly towards the learners' competences. For this purpose, the basic document "Competence-oriented teaching" was drawn up. (www.bildungsstandards.berufsbildendeschulen.at, BMUKK 2011; Luomi-Messerer/Prokopp 2011: 34f)</p> <p>2) The curricula in IVET are being revised continually to be able to meet future qualification requirements as well.</p> <ul style="list-style-type: none"> - As part of the "2010 and 2011 apprenticeship occupation packages", twenty apprenticeships were either newly introduced or modernised. - In the course of the "2011 curriculum generation", curricula of all colleges of engineering and crafts (höhere technische und gewerbliche Schulen) have been revised since 2011/2012. In this process, curricula have been updated and more strongly geared towards learning outcome orientation. The amendment process will be completed by 2016/2017. - Between 2007 and 2009 all 32 curricula for schools of engineering, arts, trade and crafts (technisch-gewerbliche und kunstgewerbliche Fachschulen) were newly adopted.
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	1) Pupils and teachers at VET schools (berufsbildende mittlere Schulen, ISCED 3B) and VET colleges (berufsbildende höhere Schulen, ISCED 4A) 2) IVET - all types, pupils and apprentices, teachers and IVET trainers							

b) Innovation strategy including VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Pupils and teaching staff in IVET							

c) Creativity and innovation as an underlying principle in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

d) Guidelines encouraging partnerships for creativity and innovation in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. c)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

e) Creativity and innovation competitions and awards open to VET learners and institutions

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The following competitions and prizes serve to publicly recognise the successes and performances of pupils, teachers and training enterprises in terms of creativity and innovation:</p> <p>1) "Innovative Youth" is Austria's largest school competition for innovative ideas in business, design, engineering and science. The competition has been conducted for 20 years and is open to all pupils between the ages of 15 and 20 from all school types (www.jugendinnovativ.at).</p> <p>2) The "State Prize for the best training enterprises" aims to recognise quality, innovative spirit and sustainability of apprenticeship training. It is awarded every two years, most recently in October 2011 on the "Day of Apprenticeship", Austria's largest fair for dual vocational training (BMWFJ 2012).</p> <p>3) The "Teacher's Award" of the Federation of Austrian Industry (IV) will be awarded for the fourth time in 2012. It is a prize for special commitment shown in preparing pupils for the world of work. Every year a special prize for creativity, innovation and technology is also awarded (www.iv-teachersaward.at).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain "Innovative youth" is a partnership project of the Education Ministry, Ministry of Economy, Family and Youth, and Austria Wirtschaftsservice Ges.m.b.H.			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	1) IVET: pupils from year 10, apprentices from the first apprenticeship year 2) IVET: training companies 3) IVET: teachers of all school types up to upper secondary level							

f) Incentives for creativity and innovation partnerships including VET providers

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

g) Incentives for VET provider networks to ensure cost-effective use of equipment and technology

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

h) Incentives for public-private partnerships for state-of-the-art technology in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

i) Innovation or creativity clusters involving VET providers

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Educational clusters are voluntary mergers of companies and educational establishments at regional level. They were triggered by an initiative of the Economic Chamber and the Education Ministry. The background to this development is closer cooperation of educational establishments and the business sphere with the goal of setting school focuses in line with regional qualification requirements. This aims to safeguard regional business locations and the employment opportunities of young people in the region.</p> <p>"The house of little researchers": Practice-oriented offers aiming to promote children in science, technology and mathematics support nursery school teachers in a further training programme. Since autumn of 2011, the further training programmes have been implemented in a pilot phase in three federal provinces in twenty nursery schools each. The aim is to make this offer accessible to all interested nursery schools in Austria in the future. (WKÖ 2012: 9; www.haus-der-kleinen-forscher-austria.at)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage explicitly open to all forms at all levels								

j) Knowledge exchange platforms for creativity and innovation involving VET providers

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Federal Ministry of Economy, Family and Youth (BMWFJ) initiated a discussion and work process to further develop dual vocational training in 2010. The social partners and institutes from the field of VET research are involved in the process. The kick-off event in 2010 was a conference with the title "Entry qualifications and transitions to upper secondary level". In 2011 an expert conference was held on the topic "quality in apprenticeship training". On this occasion the social partners presented their respective quality concepts. Proposals are evaluated by BMWFJ and used within the framework of measures. This process is scheduled to be completed by 2012. (www.bmwfj.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/lehrlingspakt/Seiten/default.aspx)
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship training (ISCED 3B)							

k) Cooperation to develop learning methods in VET fostering creativity and innovation (see STD13)

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The National Coordination Point for the NQF (NCP), which is located in the National Agency for Lifelong Learning, is responsible for supporting the development and implementation of the NQF in Austria. It also takes on advisory and networking tasks in this context. In a series of information with the title "Fit for the NQF" to date two workshop events have been held with project promoters and experts (in 2011 and 2012). These events aim to jointly discuss implementation options of learning outcome orientation in IVET and CVET as well as adult learning and to disseminate results (such as learning outcome-oriented curriculum development) (www.lebenslanges-lernen.at/home/nationalagentur_lebenslanges_lernen/nqr_koordinierungsstelle/fit_fuer_nqr/).
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain National Coordination Point for the NQF in Austria.			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage								

l) Networks or joint ventures between VET providers and/or enterprises for the use of equipment and technology to ensure cost-effective state-of-the-art training

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>For dual VET and for company-based CET, a scheme is available in which qualification measures are implemented jointly by several companies.</p> <p>1) Training alliances according to the Vocational Training Act (Berufsausbildungsgesetz, BAG): If a training company is not able to impart all the knowledge and skills according to the respective job profile (which is equivalent to the in-company curriculum), they can be taught in other companies or institutions. However, training alliance measures can also be implemented if they serve to enhance the training quality, if they constitute additional qualifications which exceed the in-company curriculum, and if they aim to prepare for the apprenticeship-leave exam (Lehrabschlussprüfung) or the Berufsreifeprüfung examination (the graduates of which are qualified for tertiary education). For these different qualifications provided within training alliances, the training companies are granted financial support.</p> <p>2) Composite skills training schemes (qualification alliances) are networks of several companies aiming to plan and carry out qualification measures for their staff in cooperation. The companies are granted subsidies by Public Employment Service (AMS) to cover the costs of these measures. Related provisions on subsidisation were newly regulated in 2011 to enable standard implementation throughout Austria. Furthermore, companies can take advantage of free advice on how to set up qualification alliances. (BMASK 2011b: 119f)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	1) IVET: apprenticeship training (ISCED 3B) 2) CVET							

m) Cooperation with business and industry to ensure relevance of technology used in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. 3.2.A.a): For every IVET area, opinions are obtained from sectoral experts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

n) VET teachers and/or trainers trained to use state-of-the-art technology and appropriate learning methods

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	The main aim of the project "innovations make schools top" (IMST) is to strengthen the MINDT subjects (mathematics, information technology, sciences, German, technology) in a sustainable manner. The project was launched in 1999 and set up as a support system for interested teachers in 2004. The thematic programme "Competent through practical work", which was introduced in 2009, addresses teachers in practical subject areas or laboratories (covering all school types). It aims to enhance teaching quality and new forms of teaching in and through practical lessons. Advice and support is available. Related projects are supported with 1,500 euros (www.imst.ac.at).
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Academics, HE institutions			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage								
Teaching staff at prevocational schools (Polytechnische Schulen), VET schools and colleges (berufsbildende Schulen), and academic secondary schools (allgemeinbildende höhere Schulen), in occupation-related theory and occupation-related practice								

o) Other, please specify:

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
VET coverage								

3.1.B. Report on one major initiative introduced since 2010 that supports partnerships. Please provide information on:

Title / type of initiative	
a) initiator	
b) rationale	
c) objectives (and how they are achieved)	
d) the stakeholders involved	
e) lessons learned from implementation: what (did not) work(s) and why?	
f) outcomes (if available)	

3.2. Cooperation with employment services

3.2.A. In what ways have policies since 2010 supported cooperation between the VET sector and employment services? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Please note that guidance and counselling is not covered here. Guidance and counselling is not addressed in this questionnaire as information is already available via other sources.

Strategy and legislation

- a) Strategic cooperation between VET authorities and employment authorities
- b) Laws, regulations or guidelines encouraging cooperation between VET providers and employment services

Financial incentives

- c) Incentives for cooperation between VET, employment services and social partners

Initiatives and actions

- d) Employment authorities and social partners participating in committees, working groups and other organisations dealing with VET and VET-related policy
- e) VET authorities participating in committees, working groups and other organisations dealing with employment policy
- f) Employment services and social partners participating in VET policy implementation
- g) VET providers participating in employment policy implementation, including “labour market training”

Other strategies, initiatives, etc

- h) Other, please specify:

a) Strategic cooperation between VET authorities and employment authorities

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The integration of labour market stakeholders in VET processes is mainly ensured via institutionalised cooperation projects between the responsible public authorities and the social partners.</p> <p>1) In dual VET, the Ministry of Economy, Family and Youth (BMWFJ) cooperates with the Federal and Regional Advisory Boards on Apprenticeship. The former adopts legal regulations, the latter introduces proposals on new apprenticeships or IVET forms. The Advisory Boards on Apprenticeship comprise representatives of the Economic Chamber and the Chamber of Labour. In the field of apprenticeship subsidies, regulations are adopted by BMWFJ in agreement with the Ministry of Social Affairs.</p> <p>In the school-based segment of the dual vocational training sector (part-time vocational school, Berufsschule), the competent Ministry for Education (BMUKK) cooperates with vocational school supervisors, head teachers and representatives of the business sphere. Cooperation focuses on further developing teaching contents and forms of teaching.</p> <p>2) In the field of VET schools and VET colleges (berufsbildende mittlere und höhere Schulen), the opinions of sectoral experts are obtained on a regular basis. Proposals on developments are appraised by the social partners, in some cases sectoral representatives are represented in the schools' advisory group, which comprises members of the teaching staff and representatives of the local business.</p> <p>3) The social partners are represented in the Fachhochschule Council (Fachhochschulrat, FHR). The FHR is a body that is competent for external quality assurance (accreditation and evaluation) in the Austrian sector of universities of applied sciences (FHs). Therefore the social partners cooperate in the review and approval procedures of applications to set up FH study courses and their quality assurance.</p> <p>(Vogtenhuber 2011: 46f; Schneeberger 2008: 39f)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

VET coverage	1) Apprenticeship training (ISCED 3B) 2) IVET: school-based IVET (ISCED 3B and 4A) 3) Fachhochschulen (ISCED 5A)
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b) Laws, regulations or guidelines encouraging cooperation between VET providers and employment services

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The following cooperation schemes have been set up between training companies and Public Employment Service (AMS) with the objective of enhancing participation of disadvantaged target groups in dual VET:</p> <p>1) (Supra-company) inclusive VET (“integrative Berufsausbildung”, IBA) serves to enhance the integration of people at a disadvantage who have personal placement obstacles and whom AMS could not place in a regular apprenticeship. People covered by this scheme can either opt for an extended apprenticeship period or they have the possibility not to be trained in the entire in-company curriculum but to acquire a partial qualification. Training companies receive subsidies. (Berufsausbildungsgesetz, BAG, §8)</p> <p>2) IVET institutions are commissioned by AMS to provide supra-company apprenticeship training if IVET options for young people cannot be provided by placing them into apprenticeship posts or other measures. (AMSG §38d, BAG §30b)</p> <p>3) Training companies which train young people disadvantaged in the labour market and girls in occupations with a low share of women also receive subsidies through AMS. The framework for subsidies is laid down for the whole country; the specific subsidisation criteria and the amount of subsidies are regulated by the provincial AMS offices.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship training (ISCED 3B)							

c) Incentives for cooperation between VET, employment services and social partners

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

d) Employment authorities and social partners participating in committees, working groups and other organisations dealing with VET and VET-related policy

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1) AMS Standing Committee on New Skills: In October 2009 a work process was launched with involvement of company experts, social partners, education providers, Public Employment Service (AMS) and with academic support. The aim of this process is to anticipate qualification requirements to derive relevant recommendations for the entire education system. (AMS 2012; Bliem et al. 2011; see 3.2.B.)</p> <p>2) Cooperation partners of a number of "Dialogues on education", which were launched in early 2011, are the social partners, the Education Ministry and the Ministry of Science. In 2011 the social partners prepared a joint position paper in which they express their opinion on current educational policy projects and pronounce themselves essentially in favour of the ministries' plans. In the dialogue on education held in June 2011, discussions focussed on the topic of "higher education", in January 2012 the topic of "apprenticeship training" was at the centre. As well as the two mentioned ministries, the Ministry of Social Affairs and the Ministry of Economy were also involved. (www.arbeiterkammer.at; www.wko.at; www.oegb.at)</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain Experts from companies, the academic sphere, educational providers			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	The measures explicitly focus on the entire education system (IVET, CVET, all forms)							

e) VET authorities participating in committees, working groups and other organisations dealing with employment policy

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. d) item 1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Employment services and social partners participating in VET policy implementation

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	cf. d) item 2)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

g) VET providers participating in employment policy implementation, including “labour market training”

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Two programmes are currently in place which involve VET institutions in the implementation of labour market policies and focus on supporting young people in acquiring (VET) qualifications.</p> <p>1) Youth coaching: Youth coaching aims to keep disadvantaged young people as long as possible in the education and training system or reintegrate them into the system. Disadvantaged young people are pupils in year 9 who suffer individual impairments or social disadvantages or who are at risk of not attaining any qualification at lower or upper secondary level (early school leavers). The target group also includes young people below the age of 19 who are currently not in education, employment or training (NEET) as well as young people up to the age of 25 who require special educational support. Youth coaching aims to advise, support and assist young people and ensure their sustainable integration into the (upper secondary) education and training system. A pilot phase of the youth coaching scheme was launched in two Austrian provinces in January 2012 (cf. part 1.2) (BMASK 2011c, www.neba.at).</p> <p>2) Coaching for apprentices: Different coaching schemes have already been implemented in individual federal provinces. The target group of these coaching schemes are apprentices who are at risk of dropping out from a still valid apprenticeship due to personal, emotional, social or other problems and young people who have dropped out from apprenticeship training or whose apprenticeship has been terminated prematurely by their training company. Coaching aims to mediate between the training company and the young person in case of conflict. Where it is useful, parents/legal guardians and part-time vocational school (Berufsschule, the school-based part of dual training) are also involved. In June 2012 a nationwide coaching scheme will be launched by the Ministry of Economy in cooperation with the Economic Chamber and Public Employment Service (AMS). (www.bmwfj.gv.at/Presse/Archiv/Archiv2012/Seiten/MitterlehnerNeueZielgruppenf%C3%BCrLehrerschlie%C3%9Fen,Drop-Out-Zahlenreduzieren.aspx)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			

	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET coverage	IVET: apprenticeship, VET schools and VET colleges (berufsbildende mittlere und höhere Schulen); pupils, apprentices, training companies			

h) Other, please specify:

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

3.2.B. Report on one major initiative introduced since 2010 that support cooperation between the VET sector and employment services. Please provide information on:

Title / type of initiative	Standing Committee on New Skills
a) initiator	Administrative Board of Public Employment Service (AMS) Fast changes and developments in the economy and world of work, particularly in a technological respect, trigger considerable changes in the qualification requirements of employees and job-seekers. This makes it increasingly important to identify competences and knowledge which will be necessary in the future labour market already in advance and take related qualification measures. Since 2007 sectoral analyses have been conducted at the initiative of the European Commission with the aim of identifying future competences and knowledge required in individual sectors in advance. Following this example of the European Commission, the Standing Committee on New Skills was established at the Austrian level in late 2009. Against the background of supplying Austrian companies with staff whose qualifications, knowledge and competences are state-of-the-art, it becomes necessary to anticipate the developments of the next years as well as possible and launch qualification measures in good time. This represents a key factor for safeguarding the competitiveness of Austria as a business location and the employability of staff.
b) rationale	Major goals of the Standing Committee include, in the first place, to anticipate qualification requirements and secondly to put findings into practice by creating related VET and CET programmes. Here it is vital to involve relevant actors to enable transfer into practice. At the beginning of the large-scale process, expert groups (from innovative companies and the labour market and CET sector) were set up which work on different company clusters. Examples of such clusters include "machinery, motor vehicles, metal" or "tourism and wellness". Building on a structured discussion process in the cluster workshops, developments and related short- and medium-term qualification requirements were identified. These developments enabled conclusions to be drawn on the requirements for employees. On that basis, recommendations were derived and proposals elaborated and passed on to policy-makers and the education system, AMS, CET institutions and companies. These stakeholders are also gradually integrated into the discussion process in order to inform them, raise their awareness, include their views in the work process, and develop it as a consequence.
c) objectives (and how they are achieved)	
d) the stakeholders involved	Sectoral experts, representatives from VET and CET institutions, social partner organisations and counselling institutions, academic support
e) lessons learned from implementation: what (did not) work(s) and why?	As the first phase of implementation is still ongoing, it is slightly too early to draw any conclusions.

f) outcomes (if available)

- Since October 2009 specific qualification requirements which apply to various clusters have been identified concerning nine company clusters and proposals developed for curricula.
- As a result of public relations activities, events and working groups, additional stakeholders have been reached and involved in the work process with the goal of introducing proposals on the further development of curricula.
- AMS training programmes were already adapted in line with curriculum proposals, since the autumn 2011 pilot phases of job-related courses have been conducted based on the proposed curricula. It is planned to evaluate these courses, which will also contribute to their further development.
- In the autumn 2011 a research project identifying future qualification needs was conducted which aimed to collect the views of employees. The findings are largely the same as the findings from the clusters.
- Two publications on the project and cluster-specific case reports have been prepared.



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 4 – Work based learning and entrepreneurship

The questions in part 4 relate to following short term deliverables, which should serve as reference when answering:

- STD 5 Governments, social partners and VET providers should make the necessary arrangements to:
- A. maximise work-based learning, including apprenticeships, in order to contribute to increasing the number of apprentices in Europe by 2012;
 - B. create opportunities for enhanced cooperation between VET institutions and enterprises (profit and non-profit), for example through traineeships for teachers in enterprises;
- STD 15 Take measures to promote entrepreneurship, e.g. by promoting the acquisition of relevant key competences, enabling practical experiences in enterprises, and involving experts from businesses;

For general guidelines, please refer to the separate document 'Introduction and guidelines'

Please note that this question focuses on a limited number of dimensions because several other studies are available as complementary sources.

4.1. Work-based learning and cooperation with enterprises

4.1.A. In what ways have policies since 2010 supported work based learning and cooperation between VET institutions and enterprises? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Strategies and legislation

- a) Strategy to foster cooperation between VET institutions and enterprises to ensure quality and relevance of VET
- b) Regulations or guidelines providing for work based learning in VET
- c) Regulations or guidelines for professional development of VET teachers including traineeships in enterprises
- d) Regulations or guidelines encouraging staff exchange between enterprises and VET providers

Initiatives and actions

- e) Services that assist in finding training places for VET learners in enterprises
- f) Services that assist in finding training places for VET teachers in enterprises

Other strategies, initiatives, etc

g) Other, please specify:

a) Strategy to foster cooperation between VET institutions and enterprises to ensure quality and relevance of VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>The Vocational Training Act (Berufsausbildungsgesetz - BAG), which regulates the company-based part of apprenticeship training, was amended in 2011, coming into effect as of January 1st, 2012 (cf. Republik Österreich, 2011b). The changes are in particular targeted at improving the quality of apprenticeship training and at improving the provision of coaching and guidance services, both for apprentices and their employers.</p> <p>There will be a LAP-Clearingstelle, a newly established clearing office in charge of promoting and assuring the quality of the apprenticeship-leave examination (LAP - Lehrabschlussprüfung). Plans include the introduction of a quality seal for apprenticeship-leave examinations and the development of a nation-wide curriculum for the training of 'LAP' examiners (both on a voluntary basis).</p> <p>Furthermore, new training guidelines (Ausbildungsleitfäden) for ten central apprenticeship trades will be developed, on the basis of the in-company curriculum (Berufsbild). They need to be easy to understand and have with a strong practical focus, and better to understand than the training regulations (Ausbildungsordnungen), thus helping to improve the quality of apprenticeship training. The new guidelines will therefore be particularly beneficial for employers who have little or no prior experience with apprenticeship training.</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage	apprenticeship training - ISCED 3B							

b) Regulations or guidelines providing for work based learning in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
								1) In Austria, apprenticeship training is organised on the basis of a training contract between the apprentice and his/her employer. It is a well-established and central element in Austrian VET (with more than 220 different apprenticeship occupations in total). As part of their apprenticeship training, apprentices spend time at the workplace

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>and attend a vocational school. The company-based part of apprenticeship training is regulated by the Vocational Training Act (Berufsausbildungsgesetz - BAG), while the school-based part is regulated in a different framework. The specific contents of company-based training are regulated in a separate training regulation (Ausbildungsordnung) for every apprenticeship. In 2011, the BAG was amended (changes became effective on 1.1.2012), providing the basis for the introduction of additional measures and initiatives to promote apprenticeship training. The envisaged changes include:</p> <ul style="list-style-type: none"> *) New guidelines for ten professions (e.g. electrical engineering, chemical laboratory engineering) *) Assistance for trainees and IVET trainers with a foreign background *) Assistance for IVET trainers who support periods of practical training abroad *) Quality assurance of apprenticeship-leave examinations. <p>(Cf. BMWFJ, 2012; BMWFJ, 2011; Tritscher-Archan/Nowak, 2011, p. 26).</p> <p>2)</p> <p>Training guarantee for young people – supra-company apprenticeship training (ÜBA)</p> <p>As a response to growing youth unemployment, the Austrian government has developed an education and training guarantee for all learners up to the age of 18 by funding specific VET providers, so that they act as 'employers' to these learners. The learners spend 80% of their learning time at workplaces provided by these specifically funded training providers, and 20% at vocational schools, which is the same ratio of workplace to classroom learning which applies to regular apprentices. Every young person who wants to take up an apprenticeship will get a training place as promised by the training guarantee, which was introduced by the Federal Government under the Youth Employment Initiative (Jugendbeschäftigungspaket) adopted in June 2008 and continued beyond 2010. If upon completion of compulsory education young apprenticeship-seekers cannot be placed in a formal apprenticeship programme, they will be given the (guaranteed) opportunity to enter a full-fledged apprenticeship programme in a supra-company apprenticeship training entity (cf. BMASK, 2011, pp. 58).</p> <p>3)</p> <p>Many VET colleges and VET schools have mandatory work-placements in place. Their duration varies, depending on the respective curriculum, between four and 32 weeks, and they are typically completed during school holidays. These placements allow students to gain practical work experience and to apply the knowledge and skills they have acquired at school (cf. BMUKK, 2011b, p. 69).</p>				
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Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VET coverage	1) apprenticeship training - ISCED 3B 2) apprenticeship training - ISCED 3B 3) VET schools (ISCED 3B) and VET colleges (ISCED 4A)				

c) Regulations or guidelines for professional development of VET teachers including traineeships in enterprises

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
								1) The Austrian government programme for 2008-2013 refers to teachers as having a key role in academic achievements. Therefore, the government will give top priority to teacher recruitment and teacher education (cf. Republik Österreich, 2008, pp. 211). More details on the recent national discussion about the reform of

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Austrian teacher education to be found in BMUKK, 2011a</p> <p>In 2009, the Federal Ministry of Education, Arts and Culture (BMUKK) and the Federal Ministry for Science and Research (BMWF) organised a working group to redesign teacher training and its framework conditions. The basic principles include: training at tertiary level for all teachers (including nursery school teachers), the highest pedagogical and content level during the entire training, entrance procedures for orientation and quality assurance, greater permeability between the school types and the possibility of lateral entry. In 2011, the final recommendations of the experts on the education of teachers and trainers were developed. The new structure of teacher education and training includes: Bachelor's degree (240 ECTS) - Phase of induction (one year; mandatory practical teacher training) - and Master's degree (60–120 ECTS).</p> <p>It is anticipated that teachers of general education and VET teachers get the same education and training, but the number of required ECTS within the Bachelor's degree programmes will be scaled down for those who can provide prior education and training (e.g. VET colleges) and three years of work experience (cf. BMUKK/BMWF, 2011). In 2012, a development council which acts as consultant to both ministries was set up (cf. BMUKK, 2012).</p> <p>2) Professional practice requirements for VET teachers and trainers: Depending on the type of training they provide, VET teachers and trainers are required to have a certain amount of work experience in their respective professional field. Professional work experience is therefore a prerequisite for VET teachers in Austria. Examples: Teachers of occupation-related theory at VET colleges and schools need to have professional practice of between two and four years, in addition to a subject-specific university degree and part-time pedagogical training. Also, holders of a master craftsperson qualification with professional practice and part-time pedagogical training may teach at VET schools, VET colleges and part-time vocational schools. Teachers at schools for general healthcare and nursing need to fulfil the following requirements: graduation from one of these schools, completion of the 'graduate teacher for healthcare, nursing and midwifery' university programme, and professional practice. Teachers at VET schools and colleges are furthermore obliged to take part in in-service training activities (their duration is however not specified by law), in order to regularly update their knowledge and skills (cf. Tritscher-Archan/Nowak (eds.), 2011, pp. 57).</p>
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Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VET coverage	1) VET colleges (ISCED 4A), VET schools (ISCED 3B), part-time schools for apprenticeship training (ISCED 3B) 2) VET colleges, VET schools, part-time schools for apprenticeship training, schools for general healthcare and nursing (ISCED 4B)				

d) Regulations or guidelines encouraging staff exchange between enterprises and VET providers

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1) Work shadow days for teachers and trainers: The Austrian Adult Education Association or Volkswirtschaftliche Gesellschaft (VWG) organises Work shadow days for teachers and trainers. These days enable teachers and trainers to spend one day at a company accompanying a manager (cf. VWG, 2012a). This allows teachers to gain an insight into the day-to-day operations of a business and to experience a manager's daily routine, and thus helps them deliver true-to-life and cutting-edge contents to their students. 2) As outlined in 4.A.1.c) above, professional work experience of several years (with the exact duration depending on the respective school type) is a prerequisite for VET teachers and trainers in Austria. It is common practice for VET teachers to work several or even many years in private sector jobs before becoming a VET teacher, in particular at schools and colleges of engineering, arts and crafts.
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Volkswirtschaftliche Gesellschaft (VWG)			
VET coverage	1) VET schools (ISCED 3B), VET colleges (ISCED 4A), part-time schools for apprenticeship training (ISCED 3B)							

e) Services that assist in finding training places for VET learners in enterprises

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) Job compass (Berufskompass): This online platform (available at: www.berufskompass.at) is geared to the needs of young people interested in apprenticeship training. It provides initial orientation and tips on career choices. It is easy to understand and use. Students are offered user-friendly and youth-specific criteria which help them to get a clearer picture of their own talents, strengths and weaknesses. In 2010, it was used approximately 360,000 times (cf. BMASK, 2011).</p> <p>2) Career guidance (Berufsorientierung): Within the Austrian education system, career guidance is scheduled to take place in the 7th and 8th years of all school types (lower secondary school, secondary academic school, special needs school etc). It is supposed to last 32 hours, and can be offered within other classes or as individual classes (cf. BMUKK, 2009).</p> <p>3) Online platforms: Public Employment Service Austria and the Austrian Economic Chambers provide an online portal for vacancies in apprenticeship training: http://www.ams.or.at/lehrstellen/</p> <p>In addition, Public Employment Service Austria operates the following online platforms for career guidance: http://www.berufskompass.at/lehrlingskp3/ http://www.yourchoiceinfo.at/</p> <p>Furthermore, the Austrian Economic Chambers provide, on their website, a section with detailed information on the various aspects of apprenticeship training and VET in general (http://portal.wko.at > 'Bildung und Lehre').</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Public Employment Service Austria ('AMS')			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	1) apprenticeship training (ISCED 3B) 2) apprenticeship training, VET schools (ISCED 3B), VET colleges (ISCED 4A) 3) apprenticeship training							

f) Services that assist in finding training places for VET teachers in enterprises

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) Teachers into business (LehrerInnen in die Wirtschaft)</p> <p>The "teachers into business" initiative is an example of how teachers can enhance their knowledge and impressions of the business world. Within the 'teachers into business' initiative, industrial placements are organised for VET teachers from VET schools and colleges of business and management in and around the city of Vienna. The industrial placements last for one week and take place once a year. Main partners of the project are the Wirtschaftsforum für Führungskräfte (i.e. the biggest Austrian association of managers, WdF), the Church-run University College of Teacher Education Kirchliche Pädagogische Hochschule Wien/Krems (KPH), and the initiative teaching for entrepreneurship (i.e. an institution for teaching entrepreneurship, ifte). The project was initiated for teachers at business schools and colleges in Vienna due to their lack of knowledge in business-related areas and their potential (ideological) reservations towards 'business'.</p> <p>The project started in 2000 and is still ongoing. The industrial placements are now offered as part of the continuous training programmes of the KPH, and VET teachers may apply for them as they would for other KPH training programmes.</p> <p>The funding of teachers into business placements is covered as part of KPH's continuing training programme. Teachers are granted leaves of absence in order to participate in the training. Some even agree to do the training during their summer holidays (cf. wissenplus (2011); Kirchliche Pädagogische Hochschule Wien, Krems, 2010, p. 15).</p> <p>2) "Work shadow days" for teachers and trainers</p> <p>Cf. 4.1.A.d)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	<p>(*) Please explain</p> <p>Wirtschaftsforum der Führungskräfte (the biggest Austrian association of managers) has initiated this project together with the centre for VET at 'Kirchliche Pädagogische Hochschule Wien/Krems' (centre for VET within a particular university college for teacher education, or in short 'KPH'), and the initiative 'teaching for entrepreneurship' (www.ifte.at).</p>			
VET coverage	<p>1) VET schools (ISCED 3B), VET colleges (ISCED 4A)</p> <p>2) VET schools, VET colleges, part-time vocational schools for apprenticeship training (ISCED 3B)</p>							

g) Other, please specify:

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1) Youth coaching (Jugendcoaching) project (for more information cf. 4.1.B, Initiative 1):</p> <p>Youth coaching is a joint project of the Federal Ministry of a Labour, Social Affairs and Consumer Protection, and the Federal Ministry of Education, Arts and Culture. It aims to support pupils who are at risk of dropping out. Youth coaches support these young people, sometimes for extended periods of time, if considered necessary. Website: http://www.neba.at/jugendcoaching.html</p> <p>2) 'whatchado' online platform:</p> <p>Whatchado is a private initiative which seeks to inform young people about career options through a series of videos and related matching methods. In all videos, their protagonists will answer seven questions and thereby provide information on individual career pathways and jobs. Website: http://www.whatchado.net/</p>
Initiators	National authorities	Regional Authorities	Social partners/ partners/ sectors	Others: (*)	(*) Please explain 2) initiative launched by private company.			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	1) apprenticeship training (ISCED 3B), VET schools (ISCED 3B), VET colleges (ISCED 4A) 2) apprenticeship training, VET schools, VET colleges							

4.1.B. Report on two major initiatives introduced since 2010 that support work based learning and cooperation between VET institutions and enterprises. Please provide information on:

Initiative 1

Title / type of initiative	Youth coaching ("Jugendcoaching") project
a) initiator	Federal Ministry of Labour, Social Affairs and Consumer Protection, and the Federal Ministry of Education, Arts and Culture
b) rationale	<p>Youth coaching, a voluntary and free offer, consists of three stages. It begins with an 'initial discussion' between the young person and the coach which intends to give an overview of what can be expected from the coaching. After the declaration of consent, which has to be signed by the parents, has been filled in, the areas in which support is required will be identified.</p> <p>In stage 2, detailed advice is given on the topic of career guidance, as well as help on taking independent decisions on the career pathway or required solutions to personal problems.</p> <p>In Stage 3, work with the counsellor aims to identify strengths and abilities. Moreover, practical experience in the world of work will be acquired through trial days in schools or on projects. In the end the young person should develop a vision for the future together with the coaches.</p> <p>In total, youth coaching can last about one year. At the end the young person will receive a youth coaching folder with a clearing report which includes specific recommendations. The young person is entitled to return to youth coaching at any time.</p> <p>http://www.neba.at/jugendcoaching.html</p>
c) objectives (and how they are achieved)	Youth coaching is a joint project of the two ministries which aims to support young people who are at risk of becoming school dropouts or dropouts from apprenticeship training. Youth coaches support these young people, sometimes for extended periods of time if this is considered necessary.
d) the stakeholders involved	VET institutions, parents, students, coaches
e) lessons learned from implementation: what (did not) work(s) and why?	The initiative started in January 2012.
f) outcomes (if available)	-

Initiative 2

Title / type of initiative	
a) initiator	
b) rationale	
c) objectives (and how they are achieved)	
d) the stakeholders involved	
e) lessons learned from implementation: what (did not) work(s) and why?	
f) outcomes (if available)	

4.1.C. Report on one major policy initiative introduced since 2010 which aims at increasing the number of apprentices in your country. Please provide information on:

Title / type of initiative	Apprenticeship and Matura
a) initiator	Federal Ministry of Education, Arts and Culture; Social Partners
b) rationale	After the successful implementation of the 'Berufsreifeprüfung (BRP)' in 1997 (i.e. an examination providing access to higher education for skilled workers and graduates of three- and four-year fulltime VET schools), which continues to enjoy great popularity, in September 2008, at the initiative of the Federal Ministry of Education, Arts and Culture (BMUKK) and the social partners, the 'Apprenticeship and Matura' (also called 'Berufsmatura') training model was started in a nationwide pilot phase. While the previous BRP is based on the completion of an apprenticeship, a three- or four-year VET school, nursing training etc., an amendment of the BRP law means that parallel preparation for the vocational qualification and Matura is possible in the new model. With an additional funding programme, the preparation and taking of the examination are free of charge for apprentices. 'Apprenticeship and Matura' aims to integrate the previous form of 'Reifeprüfung' after an apprenticeship or intermediate VET more into IVET, in order to make apprenticeship more attractive and to improve vertical permeability, thus providing apprentices with a broader range of options. The funds are provided by BMUKK (cf. Tritscher-Archan, 2010, pp.66).
c) objectives (and how they are achieved)	<ul style="list-style-type: none"> - Enhancing permeability of vocational education - Enhancement of attractiveness of apprenticeship training - Promotion of lifelong learning
d) the stakeholders involved	<ul style="list-style-type: none"> - Federal government - Federal provinces - Training providers (providers of adult education - WIFI, bfi, Volkshochschulen; VET schools and colleges)
e) lessons learned from implementation: what (did not) work(s) and why?	This is hard to define at this stage. The initiative has not undergone a comprehensive evaluation so far, and - due to its recent introduction - the number of graduates is still relatively low (approx. 250 by the end of 2011), and it is therefore difficult to assess at this point of time.
f) outcomes (if available)	Since the introduction of the new 'Apprenticeship and Matura' initiative and the additional funding in 2008, the number of participants in preparation courses for "Apprenticeship and Matura" has increased considerably: 2008: 2,088 participants 2009: 4,277 participants 2010: 7,298 participants November 2011: 9,484 (cf. BMUKK, 2011c; Dornmayr/Nowak, 2011, pp. 45).

Please note that practical experience in enterprises to promote entrepreneurship is covered in the previous question

4.2. Entrepreneurship

4.2.A. In what ways have policies supported entrepreneurship? Assess the state of play, indicate initiators and reflect on coverage in the tables below for each of the following items:

Strategies and legislation

- a) Entrepreneurship strategy including VET
- b) LLL or VET strategy which promotes entrepreneurship skills
- c) Entrepreneurship as an underlying principle in VET
- d) Guidance and counselling strategies supporting entrepreneurship

Financial incentives

- e) Incentives to VET providers to promote entrepreneurship skills and attitudes
- f) Funding scheme specifically targeted towards entrepreneurship activities

Initiatives and actions

- g) Services that assist VET institutions in finding partners in the business world
- h) Training VET teachers and/or trainers to help learners acquire entrepreneurship skills
- i) Involving enterprises and experts from business in VET
- j) Learning methods in VET including simulated or real business experience

Other strategies, initiatives, etc

- k) Other, please specify:

- a) Entrepreneurship strategy including VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In Austria entrepreneurship education is a central principle in VET and is an integrated element in VET schools and VET colleges. Entrepreneurship education is provided in various subjects, such as accounting, business administration, economics, business and law, project and quality management, business administration services, personal development and social skills, or controlling. In schools and colleges of business administration, entrepreneurship represents one of the main pillars of the curriculum. Moreover, 'Entrepreneurship and Management' is a special focus within the curricula (cf. BMUKK, 2008).
Initiators	National authorities	Regional Authorities	Social partners/ partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	VET schools (ISCED 3B), VET colleges (ISCED 4A), apprenticeship training (ISCED 3B)							

b) LLL or VET strategy which promotes entrepreneurship skills

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>In Austria there is no specific VET strategy. But the VET system has a long tradition, is well established and attractive for young people. 80% of all students attend a VET stream after obligatory schooling. Within the reporting period there were no changes in the structure of the national VET system that would promote entrepreneurial skills more than before. Entrepreneurship has been a main principle in VET for a long time (cf. BMUKK, 2011b, pp. 53).</p> <p>In 2011, the Austrian Lifelong Learning Strategy ('Strategie zum lebensbegleitenden Lernen in Österreich') was published by the Federal Ministry for Education, Arts and Culture, the Federal Ministry of Science and Research, the Federal Ministry for Labour, Social Affairs and Consumer Protection, and the Federal Ministry of Economy, Family and Youth.</p> <p>The LLL strategy consists of ten action lines which are accompanied by five strategic guidelines and four principles. It specifically refers to the EU's eight key competences for lifelong learning, with one of them being defined as 'sense of initiative and entrepreneurship', thus underpinning the commitment to promote entrepreneurship skills as an integral part of the LLL strategy (cf. Republik Österreich, 2011, p. 12).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VET coverage: VET schools (ISCED 3B), VET colleges (ISCED 4A), apprenticeship training (ISCED 3B), part-time vocational schools as part of apprenticeship training, CVET			

c) Entrepreneurship as an underlying principle in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>In Austria, entrepreneurship education is a central principle in VET and is an integrated element in VET schools and VET colleges.</p> <p>Entrepreneurship education - 'education in entrepreneurial thinking and acting' - is aimed at the development of entrepreneurial attitudes and skills. It refers to the development of certain values and attitudes and personal and social competences, which can lead to the creation of a business or can contribute to the work as employee. In a narrower sense 'entrepreneurship education' means the transfer of knowledge, skills and competences for successful business creation and management (cf. BMUKK, 2011b, pp. 53).</p> <p>Entrepreneurship education is provided in various subjects, such as accounting, business administration, economics, business and law, project and quality management, business administration services, personal development, social skills, or controlling.</p> <p>In schools and colleges of business administration, entrepreneurship is one of the main elements of the curriculum. In some cases 'Entrepreneurship and Management' is a specialty within the curricula (cf. BMUKK, 2011b, pp. 53).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	VET schools (ISCED 3B), VET colleges (ISCED 4A), part-time schools as part of apprenticeship training (ISCED 3B)							

d) Guidance and counselling strategies supporting entrepreneurship

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Impulszentrum for Entrepreneurship Education - EESI (centre for entrepreneurship education), which is located at the Schumpeter VET college for business administration (Handelsakademie), provides guidance and supporting material for entrepreneurship education. http://www.eesi-impulszentrum.at/ The centre pursues the following objectives: *) the integration of all subjects and implementation of entrepreneurship education as an educational principle in accordance with the intentions of the curriculum. *) the development of a network in collaboration with facilitators in all provinces. *) the establishment of an information and coordination centre at the Schumpeter VET college for business administration. *) awareness of the issue and the identification at opportunities of entrepreneurship education.</p> <p>EESI-Medienpaket - entrepreneurship course material The EESI centre provides course material for entrepreneurship education, which has been jointly developed by the Federal Ministry of Education, Arts and Culture and the Schumpeter College for Business Administration. It takes the form of a readily available "toolbox" including course material for entrepreneurship education. http://www.eesi-impulszentrum.at/ -> Downloads</p> <p>Moreover, further course material on entrepreneurship education is available from different publishing companies.</p> <p>Entrepreneurship education for apprentices is promoted through a separate platform, developed by the Federal Ministry of Economy, Family and Youth and the Austrian Economic Chambers (cf. BMWFJ, 2012b).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Schumpeter VET college for business administration (Handelsakademie)			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	VET schools (ISCED 3B), VET colleges (ISCED 4A), apprenticeship training (ISCED 3B)							

e) Incentives to VET providers to promote entrepreneurship skills and attitudes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Funding scheme specifically targeted towards entrepreneurship activities

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

g) Services that assist VET institutions in finding partners in the business world

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The Austrian Economic Chambers support VET institutions in several ways (cf. WKO, 2012). For example, they have developed guidelines for VET institutions and enterprises on how students and teachers can explore enterprises, e.g. through organising company visits (cf. WKO, 2010). In particular, it includes information on how to organise a company visit for a group of students, and the preparatory steps required by the VET institution and the company to be visited in order to create a valuable learning experience.</p> <p>In addition, WKO operates the so-called Bildungscluster-Büro office in cooperation with the Federal Ministry for Education, Arts, and Culture (BMUKK). Bildungscluster or training clusters are regional networks of training providers and businesses. The task of the Bildungscluster-Büro office is to establish, maintain and promote regional networks of training providers and businesses, and to support cooperation activities (cf. WKO, 2012).</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain Austrian Economic Chambers (Wirtschaftskammern Österreichs)			
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
VET coverage	VET schools (ISCED 3B), VET colleges (ISCED 4A), part-time schools as part of apprenticeship training (ISCED 3B)							

h) Training VET teachers and/or trainers to help learners acquire entrepreneurship skills

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) Global Entrepreneurship Week</p> <p>The EESI centre (see 4.1.A.d) organises several events in the field of entrepreneurship education. One of these is the annual "Global Entrepreneurship Week" for teachers and trainers, offering a series of lectures, round table discussions, workshops and other events around the various facets of entrepreneurship (cf. EESI, 2012).</p> <p>2) EEP software tool</p> <p>Within the framework of a research project commissioned by BMUKK, the EEP software tool has been developed. It allows the measurement of personality traits and attitudes in connection with entrepreneurship. This software tool has been made available free of charge to all VET schools and colleges (cf. BMUKK, 2011b, p. 53).</p> <p>3) "The Training Firm - Train the trainers in entrepreneurship" project</p> <p>Within this Leonardo da Vinci mobility project between Greece and Austria, carried out between 2008 and 2009, 15 teachers from Austrian VET schools and colleges had the opportunity to participate in a seminar on entrepreneurship education in training firms, allowing them to acquire new entrepreneurship skills and facilitating the exchange of experience (cf. ifte, 2012).</p> <p>4) Curricula for business education students (i.e. for prospective teachers at VET schools and colleges of business administration)</p> <p>The Business Education degree programme is, for instance, offered at the Vienna University of Business and Economics. It provides a range of courses in entrepreneurship education as well as courses in training firm education. Business education students may choose entrepreneurship education as an elective course, and they can also work in training firms during their studies (cf. Wirtschaftsuniversität Wien, 2012).</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)				<p>(*) Please explain</p> <p>EESI centre ('Impulszentrum for Entrepreneurship Education) www.eesi-impulszentrum.at</p> <p>ifte - Initiative for Teaching Entrepreneurship Austria www.ifte.at</p>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	<p>1) VET schools (ISCED 3B), VET colleges (ISCED 4A), part-time schools as part of apprenticeship training (ISCED 3B)</p> <p>2) VET schools (ISCED 3B), VET colleges (ISCED 4A)</p>							

	3) VET schools, VET colleges 4) VET schools, VET colleges
--	--

i) Involving enterprises and experts from business in VET

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) The Austrian Adult Education Association (Volkswirtschaftliche Gesellschaft, VWG) organises (funded by the Austrian Economic Chambers) discussions, seminars, workshops and projects with representatives from business (company managers etc.), business games and competitions for apprentices, students, teachers and trainers to familiarise them with business. These initiatives allow students/apprentices to gain business experience, and to learn things about business life which cannot be learned from a textbook. They allow teachers/trainers to experience real business life and to integrate this experience into their teaching (cf. VWG, 2012b & 2012c).</p> <p>2) Business projects Depending on the school form chosen, students of VET schools and colleges prepare diploma work/projects in a team or individually, where they are asked to solve a specific (practical) task from the fields of business or technology. These projects will be documented and presented by the students and are integrated into the final examination. These projects are often carried out in cooperation with companies (cf. BMUKK, 2011b, p. 54).</p> <p>3) Business plan competitions At colleges of business administration, every year the students of the Entrepreneurship and Management focal areas independently organise a business plan competition in cooperation with business representatives (cf. BMUKK, 2011b, p. 54). This initiative seeks to promote entrepreneurship and students' entrepreneurial thinking, and to establish a close network between businesses and VET schools/colleges.</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain VET colleges, companies			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
VET coverage	1) VET colleges (ISCED 4A), VET schools (ISCED 3B), apprenticeship training (ISCED 3B) 2) VET colleges, VET schools 3) VET colleges, VET schools							

j) Learning methods in VET including simulated or real business experience

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1) Training firms A training firm is a model of a real company and acts as a training place for entrepreneurship: Students work in a training firm for one year, three to four hours a week. The aim is for students to learn how to think and act like an entrepreneur and to apply their acquired knowledge and skills in a practical setting. The training firm as a place and method of learning is a compulsory part of the curriculum at all Austrian schools and colleges of business administration; in addition, it is recommended to integrate the concept into the business training of all VET schools and colleges. Training firms frequently have partners in the real economy. The aim of this close partnership is to simulate economic life and to enable the exchange of experience. There are also training firms in foreign languages, in order to simulate the international market and cross-cultural management. Therefore, students also become more skilled in foreign languages. Certification of training firms has been possible since 2002. There is a nation-wide competition for external certification: Qualitätsmarke Übungsfirma (the training firm quality label). Approximately thirty percent of all training firms a year boast certification. Since 2005, the 42000 standard (according to the ÖNORM standards of the Austrian Standards Institute) has been in place in order to better evaluate training firms (cf. BMUKK, 2011b, pp. 55).</p> <p>2) JUNIOR programme The JUNIOR programme offers students the possibility to experience real economic processes and develop economic understanding. Built on the principle of 'learning business by doing business', it provides pupils with the experience of entrepreneurial thinking and action. Within one school year, students have the opportunity to start their own business and to create, produce and sell proprietary products. Through the self-responsible work in their own company, JUNIOR demonstrates to students both the role and tasks of an entrepreneur and an employee. Thereby, students get to know not only economic but also internal work processes.</p>
Initiators		National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain 1) ACT - Center of training enterprises: www.act.at 2) JUNIOR Austria: www.junior.cc		
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
VET coverage		1) VET schools (ISCED 3B), VET colleges (ISCED 4A) 2) VET schools, VET colleges						

k) Other, please specify:

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Entrepreneur's Skills Certificate (Unternehmerfuehrerschein)</p> <p>The Entrepreneur's Skills Certificate comprises four modules. Each module is concluded with a standardised examination and a certificate.</p> <p>The content of module A is focused on basic concepts and fundamental economic connections. Module A can be taken from school grade 7 upwards. Modules B, C and UP are offered from the upper secondary level onwards: module B deals with national economic content, module C outlines the foundations of business management. Each of these modules is concluded with its own online examination.</p> <p>The concluding module UP is attended from year 11 onwards or, after leaving school, at an adult learning institution. Module UP is concluded in Austria with a board examination at an office for master craftsperson examinations of the chambers of commerce. Upon successful completion of all of the four Entrepreneur's Skills Certificate examinations they replace the entrepreneur's examination laid down by law in Austria for regulated crafts and trades.</p> <p>By August 2010, a total number of 21,100 module exams for the Entrepreneur's Skills Certificate had been taken. In 2011, the first congress on Entrepreneur's Skills Certificates was held.</p> <p>(cf. www.unternehmerfuehrerschein.at)</p>
Initiators	National authorities	Regional Authorities	Social partners/sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	VET schools (ISCED 3B), VET colleges (ISCED 4A), secondary academic schools (ISCED 2A), lower secondary schools (ISCED 2A)							

4.2.B. Report on one major initiative introduced since 2010 that supports entrepreneurship. Please provide information on:

Title / type of initiative	
a) initiator	
b) rationale	
c) how it achieves its objectives	
d) the stakeholders involved	
e) lessons learned from implementation: what (did not) work(s) and why?	
f) outcomes (if available)	



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 5 – Monitoring VET outcomes

The questions in part 5 relate to the following short term deliverables, which should serve as reference when answering:

- STD 5C Governments, social partners and VET providers should make the necessary arrangements to provide VET institutions with feedback on the employability of VET graduates
- STD 6 Pursue work on setting-up monitoring systems on transitions from learning to work
- STD 19 Use existing monitoring systems to support the participation of "at risk" groups in VET

For general guidelines, please refer to the separate document 'Introduction and guidelines'

Please note that monitoring systems can encompass education and training or the labour market or a combination.

5.1. In what ways have policies since 2010 supported monitoring systems for VET and their use? Assess the state of play, indicate initiators and reflect on coverage for each listed item.

Strategies and legislation

- a) Laws or regulations to encourage monitoring transitions from VET to work
- b) Laws or regulations to consider "at risk" groups in existing monitoring systems
- c) Laws, regulations or exception clauses in privacy legislation to combine data on learning paths, labour market entry and career

Financial incentives

- d) Funds allocated to research and/or data collection on transitions from VET to work
- e) Funding schemes to encourage VET providers to use information on graduates' transition into the labour market

Initiatives and actions

- f) Data collection on graduates' transitions from VET to work
- g) Data collection on VET graduates' employability and other labour market outcomes
- h) Programmes, standards and curricula taking account of data on transitions and employability of VET graduates
- i) Learning methods and learner support taking account of data on transitions and employability of VET graduates
- j) Preventive VET responses for groups at risk taking account of monitoring data
- k) Remedial VET responses for groups at risk taking account of monitoring data

Other strategies, initiatives, etc

l) Other, please specify

a) Laws or regulations to encourage monitoring transitions from VET to work					Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place		
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>A) Amendments to the Education Documentation Act (Bildungsdokumentationsgesetz, 2002) e.g. concerning data networks of universities and university colleges of education (2010): The Education Documentation Act and the educational register which is based on it (including the recording of the social security number of all pupils) form a key legal and technical prerequisite for one day monitoring the integration of all graduates of VET programmes into gainful employment as well as their professional careers.</p> <p>B) First-time implementation of the "Report on the situation of youth employment and apprenticeship training in Austria", which must be submitted by the Federal Minister of Economy, Family and Youth to the National Council based on the 2008 Amendment to the Vocational Training Act (Berufsausbildungsgesetz, BAG) according to §15b BAG every two years from 2010 onwards.</p> <p>C) In VET pilot projects to examine the suitability of possible new apprenticeship occupations, the experiences made in this context must be collected and examined appropriately (according to § 8a BAG).</p>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain				
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A) Education Documentation Act: The main responsibility for the execution of the Act rests with the Federal Minister for Education, Arts and Culture (schools) and the Federal Minister of Science and Research (HE establishments). Data is processed by the federal institution Statistics Austria.</p> <p>B) Report on the situation of youth employment (according to §15b BAG): report submitted by the Federal Minister of Economy, Family and Youth</p> <p>C) Examination of suitability of VET pilot projects (and possible new apprenticeship occupations): Federal Minister of Economy, Family and Youth</p>				
VET coverage	<p>A) Education Documentation Act: all kinds of IVET</p> <p>B) Report on the situation of youth employment (according to §15b BAG): apprenticeship (ISCED 3B)</p> <p>C) VET pilot projects: apprenticeship</p>								

b) Laws or regulations to consider “at risk” groups in existing monitoring systems								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	In line with the guideline according to the (new) §19 c of the Vocational Training Act (BAG) it is foreseen to evaluate the new measure "coaching and advice for apprentices and training companies", which can be used during apprenticeship by apprentices who have difficulties, for example. Success criteria of the evaluation are the reduction of training drop-outs and the success rate in the apprenticeship-leave exams.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain Federal Minister of Economy, Family and Youth in agreement with the Federal Minister of Labour, Social Affairs and Consumer Protection			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Apprenticeship (ISCED 3B)							

c) Laws, regulations or exception clauses in privacy legislation to combine data on learning paths, labour market entry and career								
				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Cf. a) Education Documentation Act N.B.: The 2010 Amendment to the Data Protection Act 2000 (Österreichisches Datenschutzgesetz, DSG 2000) was not connected with any significant simplifications in the linking of data about educational pathways, labour market entry, and career pathways.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

d) Funds allocated to research and/or data collection on transitions from VET to work

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Cf. f). The respective reports have also been initiated by institutions which raise the funds required for them.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	Vgl. f).							

e) Funding schemes to encourage VET providers to use information on graduates' transition into the labour market

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

f) Data collection on graduates' transitions from VET to work

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A) Austrian National Report on Education (every three years): first came out in 2009, next publication scheduled for 2012</p> <p>B) Report on the situation of youth employment and apprenticeship training in Austria (every two years): first came out in 2010, next publication scheduled for 2012 (cf. Dornmayr, Helmut / Wieser, Regine (2010): Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2008-2009 [Report on the situation of youth employment and apprenticeship training in Austria 2008-2009], research report of ibw and öibf commissioned by BMWFJ, Vienna)</p> <p>C) Publication "Survey of Apprenticeship Training" (annually): comes out every year since 2000 (cf. Dornmayr, Helmut / Nowak, Sabine (2011): Lehrlingsausbildung im Überblick 2011 – Strukturdaten, Trends und Perspektiven [2011 Survey of Apprenticeship Training – Structural Data, Trends and Prospects], ibw research report, Vienna</p> <p>D) Microcensus survey "Entry by young people into the labour market" (module of the 2009 Labour Force Survey): published in 2010 (one-time module)</p> <p>E) Various one-time evaluations of individual VET pathways</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain A) Federal Ministry for Education, Arts and Culture B) Federal Ministry of Economy, Family and Youth C) Federal Ministry of Economy, Family and Youth and Austrian Federal Economic Chamber D) Statistics Austria E) Various initiators			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage	A) IVET B) Apprenticeship (ISCED 3B) C) Apprenticeship D) IVET E) Various kinds/levels of VET							

g) Data collection on VET graduates' employability and other labour market outcomes

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A) Labour Force Survey (annually): a part of the Austrian microcensus and the European Labour Force Survey</p> <p>B) Qualification Barometer of Public Employment Service Austria (AMS-Qualifikations-Barometer, online): current labour market trends and qualification needs surveyed through analyses of job advertisements (AMS, printed media, online) and literature research as well as expert appraisals</p> <p>C) AMS monitoring of large companies (AMS-Großbetriebs-Monitoring, every two years): general survey among all Austrian companies with more than 20 employees on the topics of qualification requirements and CET</p> <p>D) AMS Standing Committee on New Skills: qualitative surveys (focus groups) on qualification needs in individual sectors and occupational areas. The direct participation of CET establishments aims to guarantee fast and direct transformation into educational programmes.</p> <p>E) Different one-time or non-regular studies/surveys on labour market integration and success of selected VET graduate groups. (such as Bergmann, Nadja / Lechner, Ferdinand / Matt, Ina / Riesenfelder, Andreas / Schelepa, Susanne / Willsberger, Barbara (2011): Evaluierung der überbetrieblichen Lehrausbildung (ÜBA) in Österreich [Evaluation of Supra-Company Apprenticeship Training in Austria], Vienna)</p>
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A) Statistics Austria</p> <p>B) Public Employment Service Austria (AMS)</p> <p>C) AMS</p> <p>D) AMS</p> <p>E) Various initiators (e.g. in the case of the evaluation of supra-company apprenticeship training (2011): Federal Ministry of Labour, Social Affairs and Consumer Protection)</p>			
VET coverage	<p>A) IVET</p> <p>B) IVET (mainly)</p> <p>C) IVET and CVET</p>							

D) IVET and CVET
E) Various kinds/levels of VET

h) Programmes, standards and curricula taking account of data on transitions and employability of VET graduates

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A) Qualification measures (training courses, subsidies) of AMS Austria.</p> <p>B) New development and new structuring (e.g. modularisation) of apprenticeship occupations: such as the creation of the modular apprenticeships electronics and electrical engineering.</p> <p>C) Development of new Fachhochschule programmes (their accreditation requires relevant needs and acceptance studies).</p> <p>D) In VET pilot projects to examine the suitability of possible new apprenticeship occupations, the experiences made in this context must be collected and examined appropriately (according to § 8a BAG).</p>
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)		<p>(*) Please explain</p> <p>A) Public Employment Service Austria (AMS)</p> <p>B) Social partners and Federal Ministry of Economics, Family and Youth</p> <p>C) Initiative by providers. Accreditation by the Fachhochschule Council (Fachhochschulrat, FHR) (members appointed by the Federal Minister of Science and Research)</p> <p>D) Federal Minister of Economy, Family and Youth</p>	
VET coverage		<p>A) (mainly) CVET</p> <p>B) apprenticeship (ISCED 3B)</p> <p>C) Fachhochschulen (ISCED 5A)</p> <p>D) apprenticeship</p>						

i) Learning methods and learner support taking account of data on transitions and employability of VET graduates

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	At different levels of the Austrian VET and CET system, research data related to the labour market and qualification needs are used directly and indirectly and connected/linked with research findings and research institutions (such as in the field of apprenticeship training via the Federal Advisory Board on Apprenticeship). As a rule, however, this is done neither systematically nor regularly.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
VET coverage								

j) Preventive VET responses for groups at risk taking account of monitoring data

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Monitoring data of Austrian school statistics (such as has been published in the "Report on the situation of youth employment in Austria") shows young people with a migration background in Austria as a group that is especially disadvantaged in its access to learning. As a consequence, a number of initiatives have been launched to increase the participation of these young people in VET – among other measures through improvements in the field of career guidance (cf. part 2). In 2011 Public Employment Service (AMS), for example, published a career guidance brochure about VET pathways in Austria in several languages, aiming to reach and inform young people with a migration background and their parents in a targeted way.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators		National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain		
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
VET coverage								
IVET								

k) Remedial VET responses for groups at risk taking account of monitoring data

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	Since 2010 no specific measures for groups at risk have been taken with direct connections to monitoring data..
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

l) Other, please specify:

				Developments since 2010				Briefly explain the main developments since 2010
In place before 2010 and no change since 2010	In place before 2010 and changed since 2010	Started before 2010 and ongoing	New initiative since 2010	Being discussed	Agreed	Partly put in place	Put in place	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiators	National authorities	Regional Authorities	Social partners/ sectors	Others: (*)	(*) Please explain			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
VET coverage								

5.2. Report on one major initiative introduced since 2010 to support monitoring systems for VET and their use. Please provide information on:

Title / type of initiative:	Report on the situation of youth employment and apprenticeship training in Austria
a) initiator	Federal Minister of Economy, Family and Youth (according to §15b of the Vocational Training Act [BAG])
b) rationale	For submission (every two years) to the National Council to document the impact of changes of the legal framework conditions in apprenticeship training during the reporting period.
c) objectives (and how they are achieved)	<p>Documentation of the impact of measures taken (in the reporting period) on dual vocational training, particularly regarding the following factors/issues (cf. §15b BAG):</p> <ul style="list-style-type: none"> *) Increase of the number of young people in IVET and of available apprenticeship posts *) Quantitative and qualitative expansion of IVET *) Enhancement of career prospects of young people *) Requirement for skilled labour by Austrian companies *) Number of apprenticeship contracts terminated extraordinarily following a mediation procedure <p>The analysis is conducted based on secondary statistical analyses (such as an analysis of apprentice statistics), document and literature research, and interviews with (VET and labour market) experts.</p>
d) the stakeholders involved	The competent ministry, social partners and Public Employment Service (AMS) in particular are actively involved (both through expert interviews and as suppliers of [monitoring] data) in the research process for the report, which is drawn up by two non-university-based research institutes.
e) lessons learned from implementation: what (did not) work(s) and why?	Implementation was successful. Public perception and reception (and therefore also the impact on the future design of IVET and VET programmes) could possibly be further enhanced. For financial reasons, the publication (printed copies) came out in a relatively small circulation and mainly focused on the target group (members of the National Council) to which the report must be submitted according to the law.
f) outcomes (if available)	<ul style="list-style-type: none"> - Need for immediate action regarding the (insufficient) integration of young people with a migration background into the IVET system. - More support for career guidance (for example, its introduction as a separate school subject in years 7 and 8) and for the use of career guidance offers is required. - High importance of dual company-based apprenticeship training for labour market policies and the economy overall <p>(Cf. Dornmayr, Helmut / Wieser, Regine (2010): Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2008-2009 [Report on the situation of youth employment and apprenticeship training in Austria 2008-2009], research report of ibw and öibf commissioned by BMWFJ, Vienna)</p>



ReferNet Questionnaire on Policy Reporting Progress towards the short term deliverables of the Bruges communiqué

PART 6 – General questions

For general guidelines, please refer to the separate document 'Introduction and guidelines'

6.1 Countries have been asked to set national targets for early leaving from education and higher education attainment. Report on these and also other national targets on any of the issues covered in this questionnaire.

The Austrian targets are

- to lower, by 2020, the rate of early leavers from education and training to 9.5%, and
- to raise the proportion of 30 to 34 year-old HE graduates or graduates from equivalent post-secondary institutions (ISCED 4a) to 38%.

As regards early leavers from education and training, Austria performs above target, with a rate of 8.3% in 2010 (cf. Statistik Austria, 2012). This rate refers to the percentage of the population aged 18-24 with at most lower secondary education and no upper secondary qualification (cf. Eurostat, 2012).

As regards the second target on the proportion of the 30 to 34 year-old university graduates or graduates from equivalent post-secondary institutions, Eurostat published that 23.5% of Austrians aged 30 to 34 have successfully completed tertiary education (ISCED 5+6). In the case of Austria, graduates from equivalent post-secondary institutions (ISCED 4a) are also relevant for the above mentioned target, but no current figures could be retrieved (cf. Eurostat, 2012b).

6.2 The Commission Communication 'Youth on the move' states that 'by end of 2012 at least 5 million young people in Europe should be able to enrol in apprenticeship training. Currently, the figure is estimated to be 4.2'. This estimate was based on national 2007/08 data provided to the committee of the European lifelong learning committee (see reference section in 1.1 Policy Reporting in ReferNet extranet). These data may therefore differ from the harmonised UOE data used for VET in Europe. Please comment on any increase or decrease since then and provide an estimate for the situation in 2012.

In Austria, there were 128,078 (of which 84,313 male and 43,765 female) apprentices by the end of 2011, corresponding to a decrease of 1.4% compared to 2010 (cf. WKO, 2011).

Development of the total number of apprentices in Austria since 2007:

2007: 129,823

2008: 131,880

2009: 131,676

2010: 129,899

2011: 128,078

(cf. WKO, 2012b).

As regards the number of apprentices, there seems to be a negative trend until 2015. Public Employment Service Austria (Arbeitsmarktservice, AMS) estimates that the total number of apprentices will decrease to 121,440 by 2015. At the same time, high demand for skilled workers is forecast. From 2010 to 2015, a total of +184,600 new employments is forecast (cf. AMS, 2011).

In case you have evidence, provide information about completion rates and drop outs from initial VET programmes (ISCED3), if possible in comparison to general education. If data are available, please also provide evidence if VET is helping to reduce the number of young people who leave education and training early. (N.B. These questions refer to regularly produced data/evidence)

In 2010, 8.3% of all 18 to 24-year-olds in Austria were early school leavers. This means that there were 57,000 people in this age group - 28,000 men and 29,000 women - whose educational achievements lay below ISCED 3s/b and who did not participate in any upper secondary programme (cf. Statistics Austria, 2012).

Cumulative dropout rates of Austrian VET students (starting a new school in the school year of 2006/07):

These percentages illustrate the cumulative dropout rates of students who started a VET school/college in 2006/07. Corresponding values for secondary academic schools (upper cycle) have been added below in order to allow for comparison between VET and general education.

The figures show that the dropout rate is highest in the first year across all school types. The cumulative percentages increase to a lesser extent in the following years.

VET COLLEGES

2nd year: 16.1%

3rd year: 23.8%

4th year: 28.4%

Of all students who entered a VET college in the academic year of 2006/07, 16.1% dropped out before the second year (i.e. they changed to another school/college or quit school), and 23.8% dropped out before their 3rd year (cumulative percentage; it thus includes the 16.1% who had dropped out the year before). When reaching their 4th year, 28.4% of all students who first entered the VET college in 2006/07 dropped out of it.

VET SCHOOLS (3-year track)

2nd year: 30.6%

3rd year: 41.6%

4th year: 47.1%

VET SCHOOLS (4-year track)

2nd year: 34.8%

3rd year: 44.6%

4th year: 47.3%

SECONDARY ACADEMIC SCHOOLS - upper cycle [general education]

2nd year: 9.3%

3rd year: 15.2%

4th year: 18.8%

(cf. Statistics Austria, 2011, pp. 110.)

The Austrian education system is characterised by a considerable importance and high attractiveness of the IVET sector, with some 80% of young people in their tenth year signing up for a VET programme (mostly VET schools, VET colleges, or apprenticeship training). Young people can choose from a wide variety of different VET programmes, both school-based and dual, and this makes it easier for them to find the programme which best fits their strengths and talents. The success of the Austrian VET system is reflected in the comparatively low youth unemployment rate and the international recognition of Austrian skilled workers (cf. Tritscher-Archan/Nowak, 2011, pp.1).

Report on an area in VET-related national policy making where you think your country is an example of good practice. Please provide information on:

Title / type of initiative:	Supra-company apprenticeship training – 'training guarantee until the age of 18'
a) initiator	Federal Ministry for Economy, Family and Youth, Federal Ministry of Education, Arts and Culture, Social Partners, Public Employment Service within the initiative 'Labour market – future 2010'
b) rationale	<p>The main target groups are</p> <ul style="list-style-type: none"> - young people who have completed their compulsory schooling and cannot find a place at a school to continue their education and cannot find a regular apprenticeship post in a company, - socially disadvantaged young people and those with learning deficits, early school leavers, - 'older' youths (i.e. young people who completed compulsory schooling at least one year ago) and - young people with career aspirations which cannot be covered by the available apprenticeships in companies. <p>If there is the possibility and the desire to switch to company based-training during the training period, this can be done at any time, and the time already spent in training will be fully credited (cf. Tritscher-Archan, 2010, pp. 54).</p>
c) objectives (and how they are achieved)	Supra-company apprenticeship training ('ÜBA') has been developed as an instrument in order to be able to provide a 'training guarantee' for all young people up to the age of 18. Moreover, the instrument of supra-company apprenticeship training supports dual apprenticeship systems.
d) the stakeholders involved	Public Employment Service Austria ('AMS')
e) lessons learned from implementation: what (did not) work(s) and why?	<p>The different schemes of the supra-company apprenticeship training differ in terms of implementation.</p> <ul style="list-style-type: none"> - The implementation of supra-company apprenticeship training differs across federal provinces. Moreover, it also differs across VET institutions and regional specialisations. Still, accompanying activities and learning support are offered within all schemes. - Supra-company apprenticeship training is an important complementary offer within apprenticeship training. - Graduates of the supra-company apprenticeship training have a good chance to get an apprenticeship post afterwards, but dropouts often fail after dropping out from supra-company apprenticeship training. - Supra-company apprenticeship training in principle is a relatively high-threshold offer for young people. - Supra-company apprenticeship training does not have positive impact on youth who are at risk due to personal or social problems.
f) outcomes (if available)	<p>During the school year 2010/11, 12,702 people participated in supra-company apprenticeship training programmes (cf. Dornmayr/Nowak, 2011).</p> <p>In 2011, supra-company apprenticeship training was evaluated on behalf of the Federal Ministry of Labour, Social Affairs and Consumer Protection. The results of the survey show that supra-company apprenticeship training is a complementary part of the regular VET system. About 7%-8% of the apprentices of one year attend supra-company apprenticeship training.</p> <p>Supra-company apprenticeship training is an integrated part of the national system of apprenticeship training which seeks attendance of 15 to 19-year-old youth in education, decreases the youth unemployment rate and reduces inequality in the requirements for different target groups on the labour market (cf. Bergmann et al., 2011).</p>

ISCED classification of education programmes (ISCED 1997)

Niveau (0,1,2,3, 4,5,6)	Education or labour market destination (A,B,C)	Orien- tation (G,P,V)	Place in national degree structure (INT, 1,2,3,4)	Programme name	Data in UOE?
0		G		Kindergarden (Kindergarten)	Y
0		G		Pre-school level (Vorschulstufe)	Y
1		G		Primary schools, levels 1 to 4 (Volksschule, 1.-4. Schulstufe)	Y
1		G		Special needs school, levels 1 to 4 (Sonderschule, Schulstufen 1-4)	Y
2	A	G		Primary school, upper cycle (Volksschule, Oberstufe)	Y
2	A	G		Lower secondary school (Hauptschule)	Y
2	A	G		Secondary school (Realschule)	Y
2	A	G		Higher general education school, lower cycle (allgemeinbildende höhere Schule, Unterstufe)	Y
2	A	G		Special needs school, levels 5 to 8 (Sonderschule, Schulstufen 5-8)	Y
2/3/4	A/B	G, V		External programme (Externistenprogramme)	N
3	A	G		Higher general education school, upper cycle (allgemeinbildende höhere Schulen, Oberstufe)	Y
3	A	G		Higher general education school for people in employment (allgemeinbildende höhere Schule für Berufstätige)	Y
3	A	V		Higher general education school including VET (allgemeinbildende höhere Schulen mit Berufsausbildung)	Y
3	B	V		Apprenticeship / dual system (Lehre / duale Ausbildung)	Y
3	B	V		VET school (berufsbildende mittlere Schule)	Y
3	B	V		VET school for agriculture and forestry (land- und forstwirtschaftliche mittlere Schule)	Y
3	C	P		Pre-vocational school (Polytechnische Schule)	Y
3	C	P		Secondary home economics school (Haushaltungs-, Hauswirtschaftsschule)	Y
3	C	P		VET school for agriculture and forestry (1 year) (land- und forstwirtschaftliche mittlere Schulen) (1jährig)	Y
3	C	P		Special needs school, level 9 (Sonderschule, Schulstufe 9)	Y
3	C	V		Nursing assistance programme (Pflegehilflehrgang)	Y
3/4	A	V		VET college (höhere berufsbildende Schule)	Y
3/4	A	V		VET college for people in employment (höhere berufsbildende Schulen für Berufstätige)	Y
4	A	V		Add-on courses (Aufbaulehrgänge)	Y
4	B	V		School for healthcare and nursing (Schulen für Gesundheits- und Krankenpflege)	Y
4	B	V		Schools for paramedical training (Schulen für den medizinisch-technischen Fachdienst)	Y
4	C	V		CVET university course (less than two years) (Universitäre Lehrgänge, kürzer als 2 Jahre)	N
5	A		1	Bachelor programme at Universities of Applied Science (Bakkalaureatstudium im Fachhochschulbereich)	Y
5	A		1	Diploma course at Universities of Applied Science (Diplomstudium im Fachhochschulbereich)	Y
5	A		1	Short-study programme at universities (Kurzstudium an Universitäten)	Y
5	A		1	Bachelor programme at universities (Bakkalaureatstudium an Universitäten)	Y

5	A		1	Diploma and doctoral courses at universities Diplomstudium und (Doktorats-)Studium an Universitäten	Y
5	A		2	Master course at Universities of Applied Science (Magisterstudium im Fachhochschulbereich)	Y
5	A		2	Master course at universities (Magisterstudium an Universitäten)	Y
5	A		2	University course (postgraduate) (Universitäre Lehrgänge (postgradual))	N
5	A		2	Add-on and supplementary university course (Aufbau- und Ergänzungsstudium)	Y
5	B			Master craftsperson course, industrial master course, building craftsperson school (Meister- und Werkmeisterausbildung, Bauhandwerkerschulen)	Y
5	B			Post-secondary VET course (Kollegs)	Y
5	B			Post-secondary VET school for healthcare (Akademien des Gesundheitswesens)	Y
5	B			Post-secondary VET school for social work Akademien für Sozialarbeit	Y
5	B			CVET university course (at least two years) (Universitäre Lehrgänge, mindestens 2jährig)	N
6				Doctoral programme/Ph.D. (postgraduate) (Doktoratsstudium (postgradual))	Y

Legend:

Level: ISCED 0 - 6

Destination: A, B, C ... Further programmes following the educational programme

Orientation: G ... General, P ... Pre-vocational, V ... Vocational

Degree structure: Int ... Intermediate, 1 ... First degree, 2 ... Second and further degrees

Data in UOE? ... Included in the data collection of UNESCO, OECD and EUROSTAT (Yes, No)

List of abbreviations

Abkürzung	Deutsche Bezeichnung	Englische Bezeichnung / Erklärung
abf-austria	Arbeitsgemeinschaft Berufsbildungsforschung	Austrian Working Group on VET Research
AHS	allgemeinbildende höhere Schule	Secondary academic school (higher general education school) – junior cycle and senior cycle
ALE	Erwachsenenbildung	adult learning
AMS	Arbeitsmarktservice Österreich	Public Employment Service Austria
ARQA-VET	Österreichische Referenzstelle für Qualität in der Berufsbildung	Austrian Reference Point for Quality Assurance in Vocational Education and Training
BAG	Berufsausbildungsgesetz	Vocational Training Act
BBAB	Bundesberufsausbildungsbeirat	Federal Advisory Board on Apprenticeship
BFI	Berufsförderungsinstitut	Vocational Training Institute
BHS	Berufsbildende höhere Schule	VET college
BIC	Berufsinformationscomputer	database containing career information, job descriptions etc.
bifie	Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Bildungswesens	Federal Institute of Educational Research, Innovation and Development of the Education System
BildokG	Bildungsdokumentationsgesetz	Education Documentation Act
BIZ	Berufsinformationszentrum	Career guidance centre
BMF	Bundesministerium für Finanzen	Federal Ministry of Finance
BMG	Bundesministerium für Gesundheit	Federal Ministry for Health
BMHS	Berufsbildende mittlere und höhere Schulen	VET schools and colleges
BMLFUW	Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft	Federal Ministry for Agriculture, Forestry, Environment and Water Management
BMS	Berufsbildende mittlere Schule	VET school
BMASK	Bundesministerium für Arbeit, Soziales und Konsumentenschutz	Federal Ministry of Labour, Social Affairs and Consumer Protection
BMUKK	Bundesministerium für Unterricht, Kunst und Kultur	Federal Ministry of Education, Arts and Culture
BMWFJ	Bundesministerium für Wirtschaft, Familie und Jugend	Federal Ministry of Economy, Family and Youth

BRP	Berufsreifeprüfung	examination providing access to higher education for skilled workers and graduates of three- and four-year full-time VET schools
CET	Weiterbildung	continuing education and training
CVET	berufliche Weiterbildung	continuing vocational education and training
CVTS	Continuing Vocational Training Survey	<i>Continuing Vocational Training Survey</i>
ECHP	European Community Household Panel	European Community Household Panel
ECVET	Europäisches Lernkreditsystem	European Credit System for Vocational Education and Training
EQR / EQF	Europäischer Qualifikationsrahmen	European Qualifications Framework
ESF	Europäischer Sozialfonds	European Social Fund
EU-SILC	Gemeinschaftsstatistiken über Einkommen und Lebensbedingungen	<i>Community Statistics on Income and Living Conditions</i>
FH	Fachhochschule	university level study programmes of at least three years' duration with vocational-technical orientation
FHR	Fachhochschulrat	<i>Fachhochschule</i> Council
FHStG	Fachhochschul-Studiengesetz	<i>Fachhochschule</i> Studies Act
FLAF	Familienlastenausgleichsfonds	Family compensation fund
GE	Allgemeinbildung	general education
GewO	Gewerbeordnung	Trade, Commerce and Industry Regulation Act
HE	Hochschulbildung	higher education
IHS	Institut für Höhere Studien	Institute for Advanced Studies
IBA	Integrative Berufsausbildung	integrative vocational education and training, integrative VET
ibw	Institut für Bildungsforschung der Wirtschaft	Institute for Research on Qualifications and Training of the Austrian Economy
ISCED	International Standard Classification of Education	<i>International Standard Classification of Education</i>
IVET	berufliche Erstausbildung	initial vocational education and training
JASG	Jugendausbildungssicherungsgesetz	Youth Training Guarantee Act
KEBÖ	Konferenz der Erwachsenenbildung Österreichs	Austrian Conference of Adult Education Institutions
LAP	Lehrabschlussprüfung	apprenticeship-leave examination

LBAB	Landesberufsausbildungsbeirat	Regional Advisory Board on Apprenticeship
LFI	Ländliches Fortbildungsinstitut	Institute for further education in rural areas
LFS	Labour Force Survey	Labour Force Survey
LLG	Lifelong Guidance	Lifelong guidance
LLL	Lebenslanges Lernen	Lifelong learning
MZ	Mikrozensus	<i>microcensus</i>
NEC	Nationales Europass Zentrum	National Europass Centre
NQR / NQF	Nationaler Qualifikationsrahmen	National Qualifications Framework
OECD	Organisation für wirtschaftliche Kooperation und Entwicklung	<i>Organisation for Economic Cooperation and Development</i>
ÖGB	Österreichischer Gewerkschaftsbund	Austrian Trade Union Federation
öibf	Österreichisches Institut für Berufsbildungsforschung	Austrian Institute for Research on Vocational Training
PTS	Polytechnische Schule	prevocational school
SBP	Studienberechtigungsprüfung	higher education entrance examination
SchOG	Schulorganisationsgesetz	School Organisation Act
SchUG	Schulunterrichtsgesetz	School Education Act
VET	Berufsbildung	vocational education and training
WB	(berufliche) Weiterbildung	continuing (vocational) education and training
WIFI	Wirtschaftsförderungsinstitut	Economic Promotion Institute of the Economic Chambers

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